

# Brownedge St Mary's Catholic High School

## Pupil Premium Strategy Statement and Impact Report



### What is the Pupil Premium?

Pupil Premium is additional funding intended to support our pupils on or who have received Free School Meals in the last six years, pupils whose parents are in the armed forces and young people who are living in care. Further details of the background to the Pupil Premium grant can be found at the Department of Education

### What is it for?

It is to ensure that pupils who might have experienced economic disadvantage in their families are NOT disadvantaged in their education. The funding should be used to reduce that disadvantage by funding free opportunities and resources to support the learning and wellbeing of those pupils.

| 1. Summary information |         |                                  |          |  |        |
|------------------------|---------|----------------------------------|----------|--|--------|
| Academic Year          | 2018-19 | Total PP budget                  | £174,600 | Date of most recent PP Review                  | Nov 18 |
| Total number of pupils | 710     | Number of pupils eligible for PP | 198      | Date of mid-year PP Review                     | May 18 |
|                        |         | % of cohort PP                   | 28%      | Date for next internal review of this strategy | Nov 19 |

### 2. Current attainment

Outcomes for Pupil Premium (PP) pupils in 2018 were Requires Improvement. Below is a summary as to why.

- The PP cohort in 2017-18 equalled 25% of the year group, 31 pupils out of 123.
- The average total P8 for PP pupils was -0.91 this is a gap of 0.83. This gap has widened since 2016-17
- Pupils classed as PP and SEND have achieved a P8 of -0.49. In Maths these children achieved a P8 of -0.03 which is close to the overall school P8 in Maths of +0.03. In English these children achieved a P8 of -0.26 which is above the school P8 in English of -0.47.
- On the Basics measure (EnMa) 19% of PP children achieved a grade 9-5 and 52% of PP children achieved grade 4-9
- English progress measures in 2018 show that PP pupils made requires improvement progress, 39% achieving a strong pass and

61% achieving a standard pass. This is compared to 55% and 77% non PP respectively. However in English Literature the residual was +0.14 and in Language it was +0.21. The gap between PP and non PP is closing in English Language since 2016-17.

- Maths progress measures in 2018 show that PP pupils made progress, 26% achieved a strong pass and 52% achieved a standard pass. This is compared to 61% and 80% respectively for non PP. This gap has widened since 2016-17. This is possibly due to an increase in grade boundaries higher.
- In the EBacc subjects; In History the gap between PP and non PP is closing. The gap is 0.4% with 22 PP pupils in the cohort but this is part of a three year trend of the gap closing. In Geography the gap has widened further from 2016-17 to 13% and this has led to a continued action plan for Geography Progress. In Combined Science the gap is 27%, however in the Triple Science progress measures the gap between PP and non PP is positive in Biology (7.9%) and Chemistry (22.4%). In French there is also a positive gap of 27% between PP and non PP. In Physics and German however the gap is negative, 8% and 5% respectively. This is down on 2016-17 where the PP pupils performed better than non PP in these subjects.
- In the Open subjects; The gap between PP and non PP in HSC has widened but this P8 can be explained by some grading not being awarded by Edexcel. The attainment measures for HSC were amongst the highest in school but Edexcel don't award any grading between a level 2 pass and level 1 pass. This has led to other exam boards being explored. PP children did particularly well in CIDA where the residual was +1.00 and PP children performed better in progress in DT than non PP. Music, Food Technology, RE and PE show a gap between PP pupils and non PP which ranges between 40% and 12%. Work is being done to address this through Year 11 intervention and a Literacy Action Plan. The gap between PP pupils and non PP in Drama was 13%, however the PP pupils residual was +0.38.
- According to the @report data from July 2018, the current Year 11 shows 63% of PP pupils are making expected data and ATL shows 81% of PP pupils achieving 75% 1s and 2s. The group that will be targeted to improve this % of progress are middle ability boys. The Literacy Action Plan and the work in key subjects will target these pupils.
- Year 10 currently show 92% of PP pupils making progress with 63% making good or better ATL. Year 9 show 95% progress and 62% ATL, Year 8 90% progress and 76% ATL.

| <b>3. Barriers to future attainment (for pupils eligible for PP)</b>  |  |  |
|---|--|--|
| <b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>               |  |  |
| <b>A.</b>   | Outcomes of PP pupils, particularly in Maths, English and Geography where the 'gap' is increasing and requires improvement   |  |
| <b>B.</b>   | Outcomes of PP pupils have been impacted by low marks for extended writing questions, particularly for middle ability boys   |  |
| <b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i> |  |  |
| <b>C.</b>   | There are increasing numbers of PP pupils who are 'at risk' of being PA and who are PA which affects progress overall  |  |
| <b>D.</b>   | Increased Social, emotional, mental health issues are affecting the progress of a group of students (mainly PP) across KS4   |  |
| <b>4. Desired outcomes</b> <i>(desired outcomes and how they will be measured)</i>                              |  | Success criteria   |
| <b>A.</b>   | Improve the P8 outcomes of PP pupils, particularly in Maths, English and Geography   | Pupils who are eligible for PP, make at least good progress in Maths, English and Geography, with the 'gap' narrowing on National non-PP pupils. Teaching strategies and interventions will be targeted and effective for specific pupils leading to improved ATL and progress                             |
| <b>B.</b>   | Improve the literacy skills of PP pupils to ensure improved outcomes in English, PE and Humanities subjects in extended answers requiring comparison, evaluation and personal response | The quality of written response will improve and pupils work will reflect consistent approaches and the highest standards of vocabulary, spelling and quality<br>ATL and progress data will reflect an improvement as pupils work reflects success criteria  |
| <b>C.</b>   | Continue to reduce the number of PP who are PA and 'at risk' of being PA by improving their attendance to 97%  | Reduce the number of PP pupils who are 'at risk' of PA (90-97%)<br>Further reduce the number of PA pupils from 11% to below NA   |
| <b>D.</b>   | Pupils with Social, Emotional and Mental Health issues continue to receive appropriate advice and support, in a programme where QA and accountability is measured and evaluated        | Pupils eligible for PP are identified for early intervention, which is swift and responsive. Pupils show improvements following referral and re-referral rates are very low.<br>There is a high level of satisfaction from pupils and parents/carers who communicate improvements in pupils' SEMH overall. |

## 5. Planned expenditure

Academic year

2018-19

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  | Lead     | Review Date   |
|--|---|----------|---------------|
| Improve the P8 outcomes of PP pupils, particularly in Maths, English and Geography | Personalised support and intervention for KS4 pupils  | TM       | February 2019 |
|  | One-to-one tuition (Home and school)  | TM       | March 2019    |
|  | Author visits, purchasing of books and tracking software.<br>Subscription to accelerated reader and IDL to support SPAG development   | SG/AE    | April 2019    |
|  | Faculty Intervention: PP led Intervention in Maths, English and Geography where HofF take responsibility for key pupils progress and ATL. TM to issue Battleground pupils after each assessment point and QA systems to be put in place to ensure effectiveness | TM       | February 2019 |
|  | Teaching and Learning strategies to be researched, trialled and disseminated to improve the outcomes for PP pupils focusing on engagement, monitoring progress and feedback.  | TM       | February 2019 |
|  | Parental Involvement: regular communication with home through email, parent mail, targeted invitations to information evenings and parents evenings and rewards accessed.   | TM       | February 2019 |
|  | Individual subject improvement action plans coordinated through SLT Links   | MR/NO/TM | February 2019 |

| <b>Total budgeted cost</b>   |  |      | £44,000         |
|--|--|------|-----------------|
| <b>ii. Targeted support</b>  |  |      |                 |
| Desired outcome  | Chosen action / approach   | Lead | Review Date     |
| Improve the literacy skills of PP pupils to ensure improved outcomes in English, PE and Humanities subjects in extended answers requiring comparison, evaluation and personal response | Home Learning will be developed to improve independent learning and interleaving opportunities to ensure increased completion  | TM   | February 2019   |
|  | Ongoing CPD will continue to look at teaching and learning strategies for effective questioning, boys and to promote engagement of PP pupils which will be disseminated across school            | TM   |                 |
|  | A working group has been set up to programme a consistent approach to improving literacy skills and extended writing, to be implemented in Year 11 initially and then disseminated across school | TM   |                 |
| Pupils with Social, Emotional and Mental Health issues continue to receive appropriate advice and support, in a programme where QA and accountability is measured and evaluated        | Staffing costs of school councillor to support vulnerable pupils   | TM   | December 2018   |
|  | Staffing costs of intervention team to support vulnerable pupils   | TM   | March 2019      |
| <b>Total budgeted cost</b>   |  |      | <b>£107,600</b> |
| <b>iii. Other approaches</b>   |  |      |                 |
| Desired outcome  | Chosen action / approach   | Lead | Review Date     |
| Continue to reduce the number of PP who are PA and 'at risk' of being PA by improving their attendance to 97%  | Provide additional rewards and incentives to promote engagement in extracurricular activities as well as enrichment activities   | AH   | February 2019   |
|  | Purchase of essential uniform and resources so that pupils are ready   | TM   | May 2019        |

|                            |  |        |                |
|----------------------------|--|--------|----------------|
|                            | to learn. This can include transport to school, sports equipment, stationary, revision guides and other miscellaneous costs. |        |                |
|                            | Deliver personalised and impartial IAG to PP pupils  | TM/CSi | February 2019  |
|                            | Targetted intervention with external speakers, employers, apprenticeship trainers, colleges and FE organisations             | TM/CSi | February 2019  |
| <b>Total budgeted cost</b> |  |        | <b>£23,000</b> |

| 6. Review of expenditure  |   |   |   |        |
|---|---|---|---|--------|
| Previous Academic Year  |   | 2017-18   |   |        |
| i. Quality of teaching for all  |   |   |   |        |
| Desired outcome   | Chosen action / approach  | Impact  | Evaluation  | Cost   |
| Improve the outcomes (progress rates) of low ability PP pupils, particularly in Maths | Personalised support & Intervention for KS4 pupils                      | <p><b>MEDIUM IMPACT</b></p> <p>Logbook, Faculty and Pastoral intervention for all pupils is PP driven with PP pupils being the priority on all lists. KS4 pupils are provided personalised support and 1:1 tuition for targeted PP pupils (including the most able). This did not have AS positive impact on progress and results dipped for this intervention from 2016-17. It was highly successful in 2016-17 and reasons for the dip are being reviewed. It began earlier for the current Year 11, in the summer term of Year 10. The provision of tutors also needs to be reviewed with more input from the Head of Faculty. An ex member of staff was employed in Maths but attendance was not always excellent to the sessions. The grade boundaries were also raised in Maths which has had an impact on progress for these pupils. Log book pupils did well.</p> | <p>This provision has proven highly successful to overcome the challenges some of our PP pupils face. This provision is to be extended further across school to ensure earlier intervention and maximise potential. There is also to be accountability systems put in place.</p> <p>This provision needs further evaluation and modification, attendance to intervention needs to be more sharply focussed on outcomes e.g. Progress, Attendance, Behaviour. This includes lesson 6</p> | 7,460  |
|   | Specialist numeracy and literacy teaching for low ability pupils at KS3 | <p><b>HIGH IMPACT</b></p> <p>100% of the PP pupils made progress in reading and spelling. This can be seen in tracking evidence from Springboard lead teacher. The progress of these pupils is evaluated on a termly basis, and based on progress made, pupils will rejoin mainstream curriculum ready to progress in all subjects.</p> <p>Springboard 8 &amp; 9 withdrawal groups continue to make good progress for support pupils.</p>   | <p>This provision will continue for 2018-19, but will depend on cohort size and Y7 profile on entry. Support for Year 11 will be introduced for pupils in the current cohort who have had access to this provision in the past. Further work is to be done on Literacy and Numeracy during form time in Year 11. A working party has been set up to work on extended writing to implement a programme of development across the school</p>  | 25,840 |

|  |   |  |   |               |
|--|---|--|---|---------------|
|  | <p>One-to-one tuition (Home &amp; School)</p>                   | <p><b>LOW IMPACT for 2017-18 (historically high impact)</b></p> <p>One-to-one tuition proved not as effective in personalised learning and complimenting personalised curriculum. In 2017 outcomes improved in Maths with PP pupils achieving a Maths P8 of +0.06. In year progress measures, pupil feedback and 2016 outcomes show the rapid progress pupils made and the excellent results they achieved. Pupils involved in the scheme made more progress (+1.45) than other PP pupils (+1.36), but also more progress than Non-PP (+1.19). However in 2018 this has not proven to be the case. An ex member of staff was employed in Maths and so an evaluation needs to take place into the effectiveness of the provision. Attendance to these sessions was on occasion poor. There was also an unexpected increase in grade boundaries for Maths.</p> <p>1:1 tuition was provided for a Year 9 pupil to help their access to the curriculum and this proved highly effective in improving their behaviour in lessons and confidence. 1:1 tuition has proven more effective in the current Year 11 as provision was started in the summer term of Year 10. Attendance was excellent and has helped raise ATL for those involved.</p> | <p>This provision is advised to continue due to its impact on providing personalised support and teaching in the past. Future developments will look at how it can be monitored for effectiveness and QA of delivery and impact, as well as being delivered earlier. More regular progress checks and evaluation are needed with an increased involvement of the Heads of Faculty involved.</p> <p>Further support and development is required for PP pupils in English, however there is a new Head of Faculty who has an action plan for improving outcomes across the subject.</p> | <p>10,245</p> |
|  | <p>Author visits, purchasing of books and tracking software</p> | <p><b>HIGH IMPACT</b></p> <p>Increased reading for pleasure as demonstrated by borrowing rate analysis from library, which indicate the popularity of the new texts bought. Pupil questionnaires indicate enjoyment from visiting authors and have increased the love of reading across the school.</p> <p>PP pupils access IDL programmes that improve SPAG and reading capabilities that increase confidence and resilience of pupils reading and spelling across the curriculum. This is evidenced in progress rate, PP ATL improvements, and pupil feedback.</p>   | <p>This is having impact; however there is a need to focus this provision on Y10 which is the highest PP population, with lowest ability on intake. A working group has been established to focus on improving literacy in writing across the school and the new Head of English is working on strategies to further improve reading</p>  | <p>6,075</p>  |



| ii. Targeted support   |  |  |   |        |
|--|--|--|---|--------|
| Desired outcome  | Chosen action / approach   | Impact   | Evaluation  | Cost   |
| Pupils eligible for PP improved ATL which is in line with non-PP | <p>KS3 Homework club</p> <p>Develop homework and its role in learning</p> <p>Staffing costs of targeted intervention</p> | <p><b>MEDIUM IMPACT</b></p> <p>Homework completion rates are increasing as shown by monitoring data. Attendance at before and after school homework club is good. A new Home Learning Timetable has been introduced in KS3 with Years 7-9 having a separate Home Learning book. The majority of Home Learning is based on rote learning and interleaving to improve the recall and knowledge of pupils in preparation for their GCSEs. The number of pupils on Homework Strike Three detention decreased throughout 2017-18 and continues to decrease into this academic year. However boys remain the group most likely to receive a negative for not completing homework.</p> <p>ATL of PP pupils recorded in July 2018 was Year 7 was 78% Year 8 62%, Year 9 63% and Year 10 81%. The group which is the lowest are the middle lower ability boys. A lot of work was done in Year 10 to improve the ATL of key groups through an action plan being implemented by the link member of SLT. This has continued into Year 11 and one has been introduced into the current Year 10 for 2018-19. Mentoring through the FutureU programme is to be implemented in Year 10 and 9 in October 2018</p> | <p>This intervention is specific to a small number of children and from the impact would be beneficial to expand this provision to increase impact overall.</p> <p>Work is to be completed in the current Year 10 and 9, each through the work of an SLT Link.</p> <p>Future U mentoring is to be introduced for a 6 week course in Year 10 and 9 after half term focusing on key boys.</p> | £9,520 |

|  |   |  |   |                |
|--|---|--|---|----------------|
| <p>Reduce the numbers of PP who are PA and 'at risk' by improving their attendance to 95%.</p>           | <p>Staffing costs of Intervention team to support targeted pupils</p> | <p><b>HIGH IMPACT</b></p> <p>Provision across the school community if targeted and personalised to the individual needs to PP pupils. The Intervention team is now line managed by the Assistant Head also responsible for PP funding and so the work completed by the Intervention Team is much more focused on PP pupils and proactive rather than reactive. This has led to a significant drop in PP pupils being excluded, potential outliers in Year 11 and behaviour concerns in KS4. Punctuality in 2017-18 for PP pupils was below non PP in terms of the number of late marks.</p> <p>PA figures for PP pupils has also reduced over time from 18% in HT1 to 11.6% in HT6. Although attendance drops as pupils move up the school a lot of work has been done with Year 11 regarding attendance and 2018-19 has begun with a significant improvement. Employers have been in to deliver assemblies; the Growth Mindset League and Attendance passports have helped in improving pupil attendance. Work needs to continue in this area as Year 10 PP attendance for 2017-18 was 89.3%.</p> | <p>This provision continues to be valuable within school; however it is becoming increasingly complex a provision. All pastoral intervention for non teaching staff is now coordinated by one Assistant Head. Accountability and measuring impact is now consistent across those involved but this needs to be embedded. Further work needs to be developed in ensuring action is proactive rather than reactive. This has begun but needs embedding further.</p> <p>The gap between PP and non PP attendance is closing and further rewards, intervention and work needs to be done on this, especially in Year 11 and 10.</p> | <p>£56,842</p> |
| <p>Pupils with Social, emotional, mental health (SEMH) issues receive appropriate advice and support</p> | <p>Appointment of school counsellor to support vulnerable pupils</p>  | <p><b>HIGH IMPACT</b></p> <p>Pupils eligible for PP are identified for early intervention, which is swift and responsive. Pupils shown improvements following referral and re-referral rates are very low. Pupils accessing this provision have very low behaviour negatives.</p> <p>There is a high level of satisfaction from pupils and parent/carers who communicate improvements in pupils' SEMH overall. An additional member of staff has qualified as a counsellor and all of the team are now coordinated by the Assistant Head responsible for PP, this team is closely attached to the Intervention Team and there are half termly meetings to discuss progress with pupils and plan for the next half term. All staff now use a consistent approach to evaluating impact.</p>  | <p>This provision will be sustained for an additional year to allow exploration and training for more cost effective, alternative in-house provision.</p>   | <p>£25,643</p> |

| iii. Other approaches   |   |  |  |         |
|---|---|--|--|---------|
| Desired outcome   | Chosen action / approach  | Impact   | Evaluation   | Cost    |
| Reduce the numbers of PP who are PA and 'at risk' by improving their attendance to 95%. | Deliver personalised and impartial IAG to PP pupils   | <b>HIGH IMPACT</b><br>The effective, targeted IAG that is personalised to each individual PP pupil ensures that they make effective post-16 choices, this consisted of 'bought in' independent advice and guidance and trips to potential providers. The impact of this shows that our PP pupils remain in sustained education, with higher than National averages taking up apprenticeships and college places. Significant progress is being made towards the Gatesby Benchmarks with targeted support and a partnership has been established with Future U.   | This provision is effective and will continue to be an essential support to PP pupils. Future provision will expand across key stages.   | £1,898  |
|   | Provide additional rewards and incentives to promote engagement in extracurricular activities as well as enrichment activities                      | <b>MEDIUM IMPACT</b><br>Participation in extra-curricular activities, during lunch time and after school is good and continues to improve. Opportunities include, for example, Musical Theatre performances, instrumental music tuition, sporting competitions gaining extra qualifications (e.g. refereeing), competitive sporting trips, artistic drawing days, chemistry festivals, Bar competitions, museum visits, international sports tours, maths learning weekends, visits to Stratford-Upon-Avon, the Battlefields, France, Wimbledon, Rome as well as many more provide rich and diverse experiences, not necessarily available without financial support. The impact of this is raising the aspirations, experiences and self worth of our PP pupils. KS3 pupils are now expected to participate in CASEO with Faculties monitoring attendance | This provision is an invaluable strand of our ethos, and develops many skills and attributes of our most disadvantaged pupils. It will continue, providing there is the capacity to fund, so to support our PP pupils to flourish. | £15,842 |
|   | Purchase of essential uniform and resources so that pupils are ready to learn. This can include transport to school, sports equipments, stationary, | <b>HIGH IMPACT</b><br>Resource barriers, are overcome so that pupils are able to engage in learning without a feeling of disadvantage. The impact of this in the social and emotional well being of pupils and the inclusion in our community.   | This will continue as an essential support to our most disadvantaged pupils.   | £1,548  |

**i. Future Recommendations**

**Current situation**

Income is approximately 170K.

1. Intervention/Springboard salaries SWa/DSm/RSt\* (full) CWa/AGr/MTy/ZWa(part salary) - £149,000
2. Homework club £7,000
3. Resources - £10,000
4. TA Intervention after school - £5,000
5. Tutor Doctor - £4,500

PP budget continues to pay staffing costs, although over time staffing and structures have changed. Is this the best and most effective use of this allowance?

From the resources 'pot' many activities are funded, some overlap with staffing budgets e.g. music, counselling, trips, author visits, tuition.

**Recommendation 1: Review the spending of PP monies to ensure it is addressing the needs of pupils now, and therefore maximising impact.**

**Recommendation 2: Further consideration on QA systems to ensure effective provision in some areas eg 1:1 tuition**

**Recommendation 3: Consideration to be taken into account of the impact of financing on First Quality Teaching**







