

# Brownedge St Mary's Catholic High School



## Pupil Premium Impact Report 2018-19

### Cohort Profile

	Progress 8 Score 2018-19	Number of students	Progress 8 Score 2017-18	Number of students
All	-0.64	24/130 = 18.5%	-0.75	31/123 = 25.2%
Upper	-1.44	4	-0.95	9
Middle	-0.66	15	-0.94	16
Lower	0.06	5	-0.41	5
Double Disadvantage	-0.28		-0.49	

In 2018-19 the action plan for improving PP outcomes focused on Middle and Lower ability pupils, particularly boys as this was an area identified following the 2018 GCSE Results. Lower ability PP pupils were also stated as an area of focus on the school IDSR.

Review of expenditure – written by T Mault (previous PP lead)		
Previous Academic Year	2018-19	
i. Quality of teaching for all		
Desired outcome	Provision	Impact
Improve the P8 outcomes of PP pupils, particularly in Maths, English and Geography	<p>See previous sheet to see 'green shoots' of success in outcomes.</p> <p>An <b>additional 'data drop'</b> was introduced for these pupils to analyse the current data in the spring term to <b>influence intervention</b>. <b>Governor links</b> also met with the Heads of Faculty as part of the QA cycle. An <b>additional Parent Event</b> was organised and directed parents and pupils were invited to attend, this was run in conjunction with the School <b>Careers Fair</b> and included sessions on how to revision generically, how to revise English and how to revise Maths. Faculty intervention was run by teams being given <b>Battleground pupils</b> who were PP pupils primarily for colleagues to focus upon in their work ensuring progress.</p> <p><b>CPD</b> was conducted whole school on <b>questioning</b> which focused on <b>First Quality Teaching</b> and the positioning and intervention on PP pupils within the classroom. Lesson Observations and Learning Walk feedback indicates questioning is good.</p> <p>Maths and English were also given specific <b>lesson 6 evenings</b> and <b>Easter school</b> times. <b>Period 5</b> on a Monday was a study support session which was specific to pupils needs. A group was created '<b>BB24</b>' of targeted pupils who were in one group and were directed on completion of work After Easter pupils who were a potential mismatch between Maths and English were placed into <b>alternative Form Groups</b> to work on their specific areas.</p>	See tables below

	Additional staffing costs to run the <b>Springboard</b> Group. Pupils are identified through year 6 data to identify students well below national standards in reading, writing and maths. This is monitored by the Head of English and the SENDCO to ensure impact. Some of these pupils have a <b>tailored</b> and personalised timetable which takes into account their needs and pathways, this can include <b>College courses, vocational courses and option choices</b> .	Yr 8 progress for springboard. Ex springboard pupils outcomes – SW P8 = 0.32, ED = MEG in Eng Lit 2 and achieved it, Withdrawal for study sessions; Ex springboard success for PP/TB achieved a grade 3, MEG of a 2.
	Pupils carry a <b>book on the go</b> and have opportunities to read these during the school day. <b>Author visits</b> to the school are successful in KS3. PP pupils receive a <b>book purchased</b> form PP funds. PP pupils who also visit the <b>Hayes</b> Festival also receives the finds to purchase a book of their choice.	Buzz for reading as seen in Pupil Voice questionnaires Attendance at the recent Book Fair for PP pupils
<b>ii. Targeted support</b>		
<b>Desired outcome</b>	<b>Provision</b>	<b>Impact</b>
Improve the literacy skills of PP pupils to ensure improved outcomes in English, PE and Humanities subjects in extended answers	A working party consisting of representatives from English, RE, History, Geography and PE was set up to research, trial and implement strategies to improve the <b>extended writing</b> of all pupils, but particularly PP. 2019 GCSE results show for these key areas, with the exception of PE, outcomes have improved and pupils have performed better in the longer extended answers.	See tables below
Continue to reduce the numbers of PP who are PA and 'at risk' by improving their attendance to 97%.	The <b>Intervention</b> 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 <b>focused on PP pupils</b> and proactive rather than reactive. <b>Home visits, attendance trackers, rewards and sanctions</b> are consistently and regularly used to encourage and <b>improve attendance</b> . Access to <b>rewards trips</b> is also set according to both behaviour and attendance. <b>First Day absence</b> measures are also in place to chase pupils not attending school. A new <b>punctuality system</b> is in place for Years 9-11.  The effective <b>targeted IAG</b> 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 <b>PP pupils remain in sustained education</b> , with higher than National averages taking up apprenticeships and college places. Significant progress is being made towards the <b>Gatsby Benchmarks</b> with targeted support and a partnership has been established with Future U This provision is across ALL year groups through the <b>Learning for Life</b> curriculum as well as extra curricular work. The school also hosts a <b>careers fair</b> and PP pupils are specifically targeted and parents are specifically Pupils access to IAG is tracked by the Careers officer in school and this is line managed by the Assistant Headteacher responsible for PP.  Participation in <b>extra-curricular activities</b> , during lunch time and after school is good and continues to improve. Opportunities include, for example, <b>Musical Theatre performances</b> ,	<b>PP attendance</b> for 2018-19 was 93%, which compared to non PP which was 96% is a 3% gap. Male PP attendance was below females at 92% compared to 93%. In regards to <b>persistent absence</b> non PP pupils were at 31% compared to PP at 33%, with a gap of 2%.  The impact of this is in the social and emotional well being of pupils and the inclusion in our community

	<p><b>instrumental music tuition</b>, sporting competitions gaining extra qualifications (e.g. refereeing), <b>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</b>, 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. Purchase of <b>essential uniform</b> and resources so that pupils are ready to learn. This can include <b>transport to school, sports equipment's, stationary and supplies for technology</b>. Resource barriers, are overcome so that pupils are able to engage in learning without a feeling of disadvantage.</p>	
<p>Pupils with Social, emotional, mental health (SEMH) issues continue to receive appropriate advice and support</p>	<p>School employs a part time fully trained <b>counsellor</b> for two days a week who runs a programme of 10 weekly sessions for vulnerable pupils. The <b>school chaplain</b> was also trained in counselling and worked with pupils. Pupil voice shows that the sessions have been successful as an evaluation is carried out at the start, the middle and the end of the programmes. Pupils across school also express that they feel <b>safe</b> and <b>cared for</b> by the school, this is documented in pupil questionnaires, School Council minutes and pupil voice surveys.</p>	<p>The impact of this is in the social and emotional well being of pupils and the inclusion in our community PIE Reports show impact of interventions on pupils well being</p>
<p>Progress of pupils in all Year groups</p>	<p>Between 10 and 15 pupils from Years 8, 9 and 10 were chosen to be <b>mentored</b> by a member of staff responsible for each Year Group. These pupils were chosen according to a variety of needs such as ATL, progress, attendance, posis and negis. The pupils chosen were those who would engage in a programme and a reward trip was organised at the end of the period which lasted form Christmas until Summer. Some of these pupils were mentored before Christmas through the <b>Future U</b> programme and one of the rewards trip was organised by this organisation, a weekend residential to Blackpool Zoo. The other rewards trip was to Level in Preston. Pupils were tracked using daily report cards and mentors tracked pupil progress against <b>individual targets</b>. <b>Homework club</b> is run every day before and after school to enable pupils to complete Home Learning to further and consolidate their learning</p>	<p>PIE reports were completed mid cycle and impact reported to Governors as part of the QA cycle. In Year 10 and 9 there was particularly good success. For example in Year 10, 5 out of 8 pupils are at the same or have an increased progress level, 7/8 pupils have either the same or increased ATL score. In Year 8, one pupil received 10 ATL grades of 2.</p>
		<p><b>Total</b>   174,600</p>

**Areas of focus 2018-19**

	PP pupils number		PP on or above progress (%)		Non PP on or above progress (%)		Gap PP v non PP		PP above progress (%)		Non PP above progress (%)		Gap	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
English Lang	30	24	23	35	21	57	2	-22	0	13	9	24	-9	-11
English Lit	30	24	27	52	27	49	0	3	3	17	7	28	-4	-11
Maths	30	24	23	30	52	52	-29	-22	1	9	19	18	-18	-9
Geography	2	6	0	33	13	60	-13	-27	0	17	4	20	-4	-3

**EBACC**

	PP pupils number		PP on or above progress (%)		Non PP on or above progress (%)		Gap		PP above progress (%)		Non PP above progress (%)		Gap	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
French	2	4	50	33	23	28	27	5	0	33	8	14	-8	21
Geography	2	6	0	33	13	60	-13	-27	0	17	4	20	-4	-3
German	3	4	33	25	39	27	-6	-2	0	0	15	10	-15	-10
History	22	7	32	67	32	62	0	5	9	17	12	28	-3	-11
Science combined	48	44	25	43	51	50	-26	-7	8	19	27	27	-19	-8
Biology	5	2	50	50	42	50	8	0	0	0	21	14	-21	-14
Chemistry	4	2	75	50	53	36	22	14	25	0	32	14	-7	-14
Physics	4	2	50	50	58	50	-8	0	0	0	21	23	-21	-23

**Open**

	PP pupils number		PP on or above progress (%)		Non PP on or above progress (%)		Gap PP v non PP		PP above progress (%)		Non PP above progress (%)		Gap	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Art	5	5	20	40	20	64	0	-24	0	0	20	29	-20	-29
Business Studies	3	4	33	0	80	40	-47	-40	0	0	27	30	-27	-30
Computer Science	1	5	0	80	33	45	-33	35	0	40	8	30	8	10
Design Technology	4	7	50	57	13	44	37	13	25	14	7	25	-18	-11
Drama	6	3	50	0	63	63	-13	-63	17	0	25	50	-8	-50
Food	3		0		40		-40		0		20		-20	
Health & Social	11	4	46	100	69	100	-24	0	9	50	23	89	-14	-39
ICT CIDA	5	9	100	22	82	57	18	-35	0	0	12	14	-12	-14
Music	2	1	0	0	20	56	-20	-56	0	0	20	11	-20	-11
PE	3	4	0	67	40	41	-40	26	0	0	16	10	-16	-10
RS	27	24	22	39	34	54	-12	-15	12	13	19	29	-7	-16