

PUPIL PREMIUM



What is Pupil Premium?

Pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

The Department for Education continues to place an emphasis on closing the achievement gap between students receiving the Pupil Premium and other students, with increasingly large amounts of additional funding. The Deputy Head oversees the progress of the Pupil Premium cohort, raising the profile of these students, and holding teachers to account for their progress and attendance. This is done through performance management. Pupil Premium students are a focus of all pastoral, academic and leadership team meetings. Focussed learning walks, observations and book scrutinies quality assure the Pupil Premium Learning Experience is outstanding and allows students receiving the fund to achieve at least their potential.

Summary Information:					
Academic Year	2018-19	Total PP Budget	£151,470	Date of most recent PP review	Jul 2019
Total Number of Pupils	837 (inc. 6 th Form)	Number of pupils Eligible for PP	175	Date for next internal review of this strategy	Sep 2019

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A	Poor levels of numeracy and literacy.
B	Accessibility of the curriculum for a small proportion of PP students.
C	Attendance is an issue for some PP students.
External barriers	
D	Many of our PP students are socially, culturally, economically and knowledge deprived.
E	Lack of aspiration and poor engagement of students and parents in school life particularly affects outcomes for disadvantaged students.

Desired Outcomes (and how they will be measured)		Success Criteria
A	To improve the progress 8 score of disadvantaged pupils.	DA students make or exceed expected levels of Progress. Gap between DA and National non-DA decreases. DA performance is favourable in comparison to schools serving similar populations (<i>EEF Guide to Pupil Premium 2019</i>).
B	Progress of disadvantaged pupils in Science, EBACC Element, MFL and Humanities was below National (M+F)	DA students improved performance in Science, EBACC Element, MFL and Humanities.
C	Increase attendance rates for DA students.	Ensure students meet attendance target of 92% or above.
D	Develop resilience and aspiration in DA students.	DA students have high aspirations and are motivated to succeed.

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Academic Year 2018-19					
Quality teaching for all:					
Desired Outcome	Chosen actions/approaches	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To improve the progress 8 score of disadvantaged pupils, especially in Maths and English.</p>	<ul style="list-style-type: none"> Continue to prioritise quality first wave teaching for all. Every teacher is supported to continue improving. Support is in place to develop early career teachers. Cycle of support to develop QFT. Generous portion of time afforded for staff to develop knowledge around curriculum intent, and teaching and learning. 72 hours per year. Culture of intrinsic staff motivation pursued (<i>Teacher Gap 2018</i>). Close tracking and monitoring of DA students. Whole school Performance Management targets set around FFT5/20 to raise overall standards. Supportive knowledge rich curriculum in place, sequenced around key learning concepts which are layered and build on what has been taught before aiding depth of understanding. Curriculum and structure of the school-day aids student learning through process of low stakes testing/revisiting key concepts and regular opportunity for retention, combatting historical 'knowledge deficit' noted in DA students (<i>Battle Hymn of the Tiger Teachers 2016</i>). Need for student support is identified quickly (within transition) and deployed effectively to aid progress of students for whom literacy and numeracy is a barrier. Developed literacy programme runs throughout school including 	<ul style="list-style-type: none"> EEF's Teaching & Learning Toolkit – <i>'improving teaching raises outcomes for all, but is disproportionately beneficial for the most disadvantaged.'</i> Positive comparison of outcomes of St Aidan's eligible students to schools serving similar populations (national/local data). <i>'Leaders' actions to improve the achievement of disadvantaged pupils are paying off. These pupils are now achieving as well as others' (OFSTED Jan 2018)</i> <i>'Only a cohesive, cumulative and sequenced curriculum will close the wide gap between the poorest and wealthiest pupils. Securing subject knowledge...is the best route to social justice (Battle Hymn of the Tiger Teachers 2016)</i> Outcomes for students are good, and significantly above national average. 	<ul style="list-style-type: none"> Regularly calendared data meetings between Subject Leaders and the Senior Team allow for discussions around the curriculum (sequence and knowledge content) and for discussion to take place upon pupil progress through the curriculum. Close monitoring & tracking of pupil progress on SMID. Department Champions responsible for DA students. Monitoring of provision is continuous within school in a robust cycle. To ensure the implementation of the curriculum is effective, a continuous cycle of monitoring takes place across the academic year. Monitoring takes several different forms and includes Book Scrutiny, Focused Performance Walk and Floodlighting (specifically aimed at DA students). Any issues identified within the cycle are addressed by subject leaders; staff are subsequently supported in their growth as practitioners within designated time in their knowledge building cycle. Support is in place to develop and retain early career teachers. Reading ages of all students closely monitored. Intervention deployed at point of need. 	<ul style="list-style-type: none"> DH to oversee whole school strategies. Subject leaders to monitor departmental progress. Departmental Champions to raise profile of DA within department. All staff to monitor DA students' progress. Literacy Support (ENA)/Numeracy Support (EBE) 	<ul style="list-style-type: none"> Every cycle following data collection in Standards Meetings.

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	<p>Breakfast Clubs and dedicated DEAR time daily.</p> <ul style="list-style-type: none">• One-to-one support (Y7-11) for students identified as not making sufficient progress in Maths and English provided within the school day and after the school day. Maths Learning Mentor carries out 1:1.• Study and curriculum support advice for parents and children.• Where required, bespoke 1:1 meetings with Deputy Head and Pastoral Staff.• Year 11 period 6 programme. DA students are prioritised.• Study resources are provided free of charge at GCSE.• Ensure that students are exposed to a wide range of literacy. DEAR. Key vocabulary is a focus within ALL lessons.				
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<p>To improve progress of disadvantaged pupils in Science (Q4), EBACC Element (Q4), MFL and Humanities (Q5).</p>	<ul style="list-style-type: none"> • Pupil Premium Strategy is at the heart of Academy life and is led to ensure that it is of the highest priority and T&L is outstanding leading to strong outcomes. A Deputy Head is responsible for the Pupil Premium Provision • Within MFL, a review of all assessment practices and schemes of learning in collaboration with lead school and link member of SLT – Cardinal Hume; SLE standardising assessment, SOW, SOL and marking. • A robust programme is in place at whole school level to monitor and develop Teaching & Learning throughout the year thus raising outcomes for our most vulnerable students. Learning and Performance Walks provide regular opportunities for staff to receive feedback or coaching on their pedagogy and is intrinsically linked to data analysis, work scrutiny and student voice. Evidence from all aspects of evaluation is harnessed centrally to capitalise on best practitioners and to channel support where necessary thereby building a culture of collaboration across the Academy and raise outcomes for DA students. • Departmental Champions appointed to raise profile of DA. • Period 6 revision classes available for all DA students. • Provision of revision guides and materials for all DA students. • Department interventions are focussed on underperforming DA students. • Increased parental support for our DA students. Evening events for parents aimed at supporting students 	<ul style="list-style-type: none"> • EEF's Teaching & Learning Toolkit – <i>'improving teaching raises outcomes for all, but is disproportionately beneficial for the most disadvantaged.'</i> • <i>Leaders' actions to improve the achievement of disadvantaged pupils are paying off. These pupils are now achieving as well as others' (OFSTED Jan 2018)</i> • Extracurricula: <i>"breadth of knowledge and experience is a far greater factor in achievement than socioeconomic status" (Matthew Effect. E.D. Hirsch)</i> 	<ul style="list-style-type: none"> • Data and standards meetings – regular analysis and discussion of data – CPD linked to areas of development. • To ensure the implementation of the support is effective, a continuous cycle of monitoring takes place across the academic year. Monitoring takes several different forms and includes Book Scrutiny, Focused Performance Walk and Floodlighting on DA students. Any issues identified within the cycle are addressed by subject leaders. 	<ul style="list-style-type: none"> • DH to oversee whole school strategies. • Identified subject leaders to monitor departmental progress. (Science: WH; MFL: VCU; Humanities: KKI/AJO) All staff to monitor DA students' progress. • Homework Clubs: SEND department. • Period 6 Provision: all staff. • Room 103: supervised by SLT. 	<ul style="list-style-type: none"> • Every cycle following data collection in Standards Meetings.
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	<p>(particularly DA) with studying and revising.</p> <ul style="list-style-type: none">• The curriculum has been carefully reviewed and structured by subject leaders to support pupils and build upon their knowledge on their journey.• A love of, and engagement with Science is being fostered through extracurricula opportunities such as Science Club, visits to local industries and engagement in Lego and F1 (activities are free to all DA students).• A love of, and engagement with MFL is being fostered through extracurricula opportunities such as trips to Spain, Foreign Languages clubs and celebration of MFL days. (activities are free to all DA students).• A love of, and engagement with Humanities is being fostered through extracurricula opportunities such as trips to the Battlefields, the Lakes and local beaches and areas of interest. (activities are free to all DA students).• Room 103 dedicated as an after-school study resource room for DA students throughout Year 11. Manned by SLT.• Homework Club. DA students have the opportunity to attend supportive homework club after school				
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<p>Increase attendance rates for DA students. Target 92%.</p>	<ul style="list-style-type: none"> • Individual action plans produced and monitored. • Early identification of students who are repeatedly late, and close liaison with families. • Production of meeting cycle and actions by attendance officer. • Attendance data and analysis sheet shared with SLT weekly – key groups clearly identified and clear actions defined. • Develop consistent whole Academy focus – 6 learning habits. Attendance and punctuality is now one of the six learning habits of excellence in the Academy setting a strong whole Academy focus. • The newly appointed attendance officer works closely with students, parents and the careers advisor to ensure the negative impact of poor attendance on future choices is understood by all. 	<ul style="list-style-type: none"> • Attendance and PA figures over the past three years: 2016-17 – 94.9%. 2017-18 – 94.2%. 2018-19. 94.1% (as of 21/06/2019). The decline in 2017 – 2018, 2018 – 2019 is now rectified through the appointment of a dedicated Attendance Officer and attendance is rapidly improving. • Relationships with families are excellent , evidenced by overwhelmingly positive feedback through parent voice, as well as the 2018 Ofsted Inspection. 	<ul style="list-style-type: none"> • Weekly reviews with attendance officer and HOHs to inform action plan. • Data and standards meetings with Leadership and Governor link. • Termly report to Governors via safeguarding committee. • Parent survey and attendance at parent sessions/evenings. 	<ul style="list-style-type: none"> • GHO/SHO • Attendance Officer • Deputy Head for Pupil Premium • Heads of Houses 	<ul style="list-style-type: none"> • Weekly reviews with attendance officer and HOHs to inform action plan. • Termly report to Governors via safeguarding committee. • Parent survey and attendance at parent sessions/evenings.
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<p>Develop resilience in DA students.</p> <p>Enrichment beyond the curriculum. Priority is to raise aspiration in an area which has much social-deprivation.</p>	<ul style="list-style-type: none"> • Creating enriching experiences for the most vulnerable is at the forefront of academy priorities. A culture of intrinsic motivation is underpinned by the metaphor of climbing mountains. • From Year 7 students visit their summit: local universities. • Enriching opportunities are compulsory from Year 7 onwards. • Students participate in CLIMB (connected to the Mayor's Award) • Enrichment also includes: enrichment and extracurricular opportunities in PE and the Arts, access to educational visits, and motivational workshops from Future First. • Weekly opportunities for debate exposing DA students to cultural capital. • Daily opportunity for reading. Students are guided towards classics, and cornerstones of contemporary literature through our reading programme. Low stake quizzing and competitions maintain motivation around this. • Opportunities created for students to attend STEM events and work discovery days. • School is working towards Gatsby benchmarks with newly appointed careers advisor. Analysis of GOFAR by careers advisor - % students attending from various groups. Use of COMPASS to analyse student data. • Development of primary links to ensure suitable enrichment programme for all in Y7 on entry. • Development of CADET force & Sea Cadets. 	<ul style="list-style-type: none"> • Benner and Graham (2009) noted that 'absence increased after starting secondary school' and that 'attendance' is directly linked with 'engagement and motivation'. A 'cultural-capital' approach has been cited as having a 'positive impact on achievement and mental health' Divya Jindal-Snape 2014. • Sutton Trust Report from 2015 suggests that high achieving disadvantaged students achieve better A level results through educational trips & richness of experience. 'Opportunity for growth and development' (Mackenzie, McMaugh & O'Sullivan 2012) and 'diversity' (Neal & Frederickson 2016) in wider curriculum experience are recognised as positives in transition and beyond. 	<ul style="list-style-type: none"> • NEET figures remain above national. • Aspirations are raised. • Staff/student survey. • Termly report of attendance at clubs to SLT by NWH. • GOFAR analysis includes EVOLVE/Enrichment participation (systematic monitoring of DA students participation). • PP participation to be in line with non-PP participation. 	<ul style="list-style-type: none"> • EOS – careers advisor to track and present termly/every cycle reports. 	<ul style="list-style-type: none"> • Every cycle – three times per year.
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	<ul style="list-style-type: none">• The curriculum has carefully designed opportunities for work placements, employability programmes (ESH, Future First) and impartial careers advice (Connexions). DA pupils receive advice, support and 1:1 interviews to prepare for the next step of education or the world of work.• Continued development of parent information evenings and assembly to demonstrate impact on future choices and career.• All DA students receive two days of support on how to revise effectively and prepare effectively for exams. This programme runs through Year 10 & 11.				
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In updating our plan, we review the effectiveness of strategies employed:

The 2018-19 strategies were as follows:

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Previous Academic Year: 2018/19			
(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.
To improve the progress 8 score of disadvantaged pupils in Maths & English.	<ul style="list-style-type: none"> Prioritise quality first wave teaching for all. Every teacher is supported to keep improving. Support is in place to develop early career teachers. Cycle of support to develop QFT. Opportunity provided for staff to develop knowledge around curriculum intent. Close tracking and monitoring of DA students. Whole school Performance Management targets set around FFT5/20. Supportive knowledge rich curriculum in place, sequenced around key learning concepts which are layered and build on what has been taught before aiding depth of understanding. Curriculum and structure of the school-day aids student learning through process of revisiting key concepts and regular opportunity for retention. Need for support is identified quickly (within transition) and deployed effectively to aid progress of students for whom literacy and numeracy is a barrier. One-to-one support for students who are struggling in Maths and English. Study support sessions for parents and children. Year 11 period 6 programme. Study resources are provided free of charge at GCSE. 	<p>St Aidan's Catholic Academy's DA pupils were the third highest DA performers in the LA based on the GCSE English and Maths 9-4 and the 9-5 measure.</p> <p>In English Literature, 55% of DA students achieved at least Grade 5. This exceeded the National Average for Boys (non-DA).</p> <p>In Maths, 39% of DA students achieved at least Grade 5. This was in line with the National Average for all students.</p> <p>The Progress 8 score of disadvantaged pupils in 2019 was -0.4. This is above the national average for disadvantaged students which was -0.45 in 2019 (ASP). Maths and English Progress was broadly in line with the DA average (ASP figures 2019). The P8 for white British disadvantaged boys was -0.87.</p>	<p>The approach of developing a knowledge rich curriculum, sequenced around key learning concepts is securing stronger progress for students. This is to continue in 2019-2020.</p> <p>Process of revisiting key concepts and regular opportunity for retention is securing better progress for DA students, especially in Maths and English.</p>
To improve progress of disadvantaged pupils in Science , EBACC Element , MFL and Humanities.	<ul style="list-style-type: none"> Within MFL, a review of all assessment practices and schemes of learning in collaboration with lead school and link member of SLT – Cardinal Hume; SLE standardising assessment, SOW, SOL and marking. Utilise audit of disadvantaged cohort (audit tools) to ensure detailed development plan. Provision of revision guides and materials for all DA students. Department interventions focussed on underperforming DA students. The curriculum has been carefully reviewed and structured by subject leaders to support pupils and build upon their knowledge on their journey. 	<p>Spanish progress improved with 100% of students achieving 4+ (4 students entered), and within French 100% of students achieved 7+.</p> <p>76% of DA students (17 students entered) achieved at least 4+.</p> <p>Geography students progress was low. There were 3 students within the cohort. Teacher assessment anticipated these outcomes. Within a wider cohort of 13 to be entered in 2019-20, teacher assessment suggests that DA students will achieve expected progress on average.</p>	<p>The approach of developing a knowledge rich curriculum, sequenced around key learning concepts is securing stronger progress for students in Maths, English and the open group of subjects. Teacher assessment suggests that impact of school culture will be realised for Science, MFL and Humanities in 2019-2020.</p> <p>Process of revisiting key concepts and regular opportunity for retention is securing better progress for DA students, especially in Maths, English and the open group of subjects. Teacher assessment suggests that impact of</p>

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		<p>In Biology DA students achieved a P8 score of -0.02. In Chemistry, DA students achieved a P8 score of -0.42. In Physics, DA students achieved a P8 score of -0.32. The Science Combined P8 was -0.78.</p> <p>The Progress 8 score of Disadvantaged students was -0.56 in the EBacc Element.</p>	<p>school culture will be realised for Science, MFL and Humanities in 2019-2020.</p>
<p>Increase attendance rates for DA students.</p>	<ul style="list-style-type: none"> • Individual action plans produced and monitored. • Early identification of students who are repeatedly late. • Production of meeting cycle and actions by attendance officer. • Attendance data and analysis sheet shared with SLT weekly –key groups clearly identified and clear actions defined. • Continued development of parent information evenings and assembly to demonstrate impact on future choices and career. • Develop consistent whole Academy focus – 6 learning habits. Attendance and punctuality is now one of the six learning habits of excellence in the Academy setting a strong whole Academy focus. • The newly appointed attendance officer works closely with students, parents and the careers advisor to ensure the negative impact of poor attendance on future choices is understood by all. 	<p>Although the target of 92% was not achieved for DA students, the Attendance Officers appointment in January 2019 is already showing a significantly positive impact on attendance figures. The end figure for 2018/19 was 91.8%, which is in line with the national figure for DA.</p>	<p>The appointment of a dedicated Attendance Officer is having a significant impact. His close liaison with all stakeholders in securing good attendance will continue in 2019-20.</p>

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<p>Develop resilience in DA students.</p> <p>Enrichment beyond the curriculum. Priority is to raise aspiration in an area which has much social-deprivation.</p>	<ul style="list-style-type: none"> • Culture is all underpinned by the metaphor of climbing mountains. • From Year 7 students visit their summit: local universities. • Enriching opportunities are compulsory now from Year 7 onwards. • Students participate in CLIMB (connected to the Mayor's Award) • The enrichment also includes: enrichment and extracurricular opportunities in PE and the Arts, access to educational visits, and motivational workshops from Future First. • School is working towards Gatsby benchmarks with newly appointed careers mentor. Analysis of GOFAR by careers advisor - % students attending from various groups. Use of COMPASS to analyse student data. • Development of primary links to ensure suitable enrichment programme for all in Y7 on entry. • Develop CADET force. 	<p>The extensive extra-curricula timetable at St Aidan's is a growing strength. All Year 7 students have participated in extra-curricula activities in 2018-19. DA students are given every opportunity to access these activities and are offered substantial discounts.</p> <p>All Year 7s completed the prestigious Mayor's Award through their engagement in CLIMB.</p> <p>Gatsby benchmarks are being closely tracked and completed.</p>	<p>The opportunities afforded to DA students at the academy continue to grow. The new appointment of an SLT member with responsibility for the oversight of CLIMB and extra-curricula activities will continue to ensure that the growth of the whole person is an academy priority in 2019-20.</p> <p>The new appointment of a careers mentor will continue to ensure that students' guidance and awareness of the world of work is an academy priority in 2019-20.</p>
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The 2018-19 strategies and costings were as follows:

Provision 2018-19	Approximate Cost	Support for Learners
Maths/English tuition	£16,500	One-to-one support for students who are struggling.
Subsidised music lessons	£1,000	Ensures students are not prevented from accessing instrumental tuition because of cost.
Teaching assistants	£38,600	Deployed in many different ways to support students who may need one-to-one support to achieve their potential.
Heads of Houses and Pastoral support	£107,500	Offering a direct link to students with pastoral and education support.
Attendance Officer	£12,000	Supporting students to allow them to improve their attendance.
Literacy support	£22,000	One-to-one support for students who are struggling.
Literacy reading package	£3,900	Accelerated Reader Package and Lexia Software
Numeracy package	£1,200	Heggarty Maths
School Counselling	£7,400	Invaluable support provided to those students in need via Washington Mind
School visits, uniform and equipment	£5,000	Financial support to students to fulfil curriculum needs by attending courses and visits. We also buy uniform and equipment to support disadvantaged students.
Careers guidance	£7,000	One-to-one guidance from CareerWave
TOTAL	£222,100	

This document was reviewed on 15/11/19.