

St Peter's Catholic High School Pupil Premium Strategy Statement 2019/2020 Reviewed September 2020 (BRO)

| 1. Summary information | | | | | |
|------------------------|---------------------------------|----------------------------------|----------|--|-------------------------------|
| School | St Peter's Catholic High School | | | | |
| Academic Year | 2019/2020 | Total PP budget | £124,675 | Date of most recent external PP Review | 01/11/17 S.Allen &K.Taylor |
| Total number of pupils | 1015 | Number of pupils eligible for PP | 120 | Date for next internal review of this strategy | January 2020 |

| 2. Current attainment | | | | |
|------------------------------------|--|--|------------------------------|----------------------------------|
| | <i>Pupils eligible for PP (our school)</i> | <i>Pupils not eligible for PP (our school)</i> | <i>Collaboration data PP</i> | <i>Collaboration data not PP</i> |
| % achieving basics 9-4 Eng & Maths | 92.3 | 85.4 | 47.6 | 71.7 |
| % achieving basics 9-5 Eng & Maths | 30.8 | 68.4 | 26.3 | 48.8 |
| % achieving 9-4 Eng | 92.3 | 92.4 | 62.9 | 82.2 |
| % achieving 9-4 Maths | 92.3 | 87.7 | 54.3 | 76.9 |
| % achieving 9-5 Eng | 61.5 | 81.9 | 44.9 | 66.8 |
| % achieving 9-5 Maths | 53.8 | 73.1 | 31.9 | 55.1 |
| Average attainment 8 | 49.00 | 58.11 | 38.71 | 50.09 |
| Average progress 8 | -0.670 | +0.010 | -0.350 | +0.150 |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
|---|---|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A | Lower progress of Disadvantaged students in comparison to not disadvantaged students |
| B | Lower rates of attendance of disadvantaged students' parents/carers at parents' evenings, guidance evenings, options evenings etc. in comparison with not disadvantaged students. |
| C | Less engagement in wider school life for PP students in comparison with not disadvantaged students. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D | Lower rates of engagement of parents of disadvantaged students in supporting their children's home study in comparison with not disadvantaged students. |

| | | |
|----------------------------|---|--|
| E | Lower rates of attendance of PA FSM students | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A | To reduce the P8 gap between PP students and not PP students. | Progress gap to be in-line with or smaller than the national gap. |
| B | To narrow the gap between attendance of PP parents/carers and not PP parents/carers at guidance evenings and parents' evenings. This will be measured using attendance records. | In 2018/2019 the difference in attendance was 88% for not PP and 69% for PP. Success would be a reduction of this 19% gap. |
| C | To develop a pupil opportunities passport which will be used to encourage participation in wider school life. | Pupil opportunities passports to be in use and uptake of opportunities to increase. |
| D | Improved levels of engagement in home learning. This could be measured using feedback from surveys. | Parent/carer feedback will hopefully show improved levels of engagement. |
| E | Reduced rates of Persistent Absenteeism of FSM students. | Attendance data to show improvement. |

| 5. | 6. Planned expenditure | | | | | |
|--|---|---|--|------------|---------------------------------------|--|
| Academic year | | 2019 2020 | | | | |
| 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. | ii. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Cost | When will you review implementation? |
| Improve the attainment in Maths by reducing class sizes at 9,10,11 | Additional Class on B side Appoint an additional member of staff (O.4) | <u>Sutton Trust (3 month gain for reducing class sizes)</u> Class sizes for Maths with 3 classes on the B side would be approximately 28. If we have four classes class sizes are approximately 20/21 | Learning Walks Lesson Observations Data Analysis | BRO | £13108 | January 2020 April 2020 September 2020 |
| Improved outcomes for a targeted group of KS4 PP offsite learners, and Key stage 3 PP low prior attainers. | Contribute to the salary of teacher of Intervention | <u>Sutton Trust (3 month gain for Individual instruction, 5 month gain for early years intervention)</u> Pupils who are educated offsite for part of the week have dedicated study time in order to plug the gaps in learning To provide specific intervention for low prior attainers at Key Stage 3. | Monitor the Progress of offsite learners Impact assess all interventions termly Communication with home frequently for offsite learners. | BRO/SAN | £7823 | January 2020 April 2020 September 2020 |
| Total budgeted cost | | | | | £20931 | |
| Review/Comments Year 9 Data drop. 40% DP below EAP in maths at most recent data drop (28% Not DP). Support strategies in place via both maths (see line management notes) and via pastoral team – Edulink/Purple Progress cards for pupils not already on any behaviour monitoring. Year 11 Mocks. 85% DP below EAP in maths (69% Not DP). The high figures represent caution in the marking of mocks. Historical data shows that this is likely to improve significantly. PP students are being and will continue to be prioritised for interventions with PME after school. | | | | | Date of review January 2020 | |

Y10 Data drop available 7th Jan 2020.

Y7 & Y8 Data Drop available 13th Jan 2020. Y7 data can be used to assess progress of low prior attainers and catch-up groups in comparison to baseline data drop.

Coronavirus shutdown has occurred between the January and April review. The focus for DP during the shutdown is to ensure as far as possible that the disproportionate effects of home learning are minimised. Strategies to support this are:

- Survey of home learning ICT equipment. Ensure that pupils who do not have access to a laptop or the internet are supported, either by providing equipment or by offering places at mini-school.
- Pastoral support – regular contact with either form tutors/HOYs/DHOYs.
- Monitoring of usage of online platforms Seneca, Century Tech, Hegarty Maths, GCSE Pod to identify disadvantaged pupils who are not keeping up with home learning.
- Offer of mini-school places to any DPs who are causing concern.
- Ensure that the CAG process is applied fairly for all pupils and that rigorous checks are carried out to identify any possibility of subconscious bias which could be detrimental to DP outcomes.
- Support staff in their efforts to contact home, particularly for the difficult-to-reach families. Use the DP actions weeks to raise the profile and to remind staff to contact DP families. Share findings from EEF evaluations of home learning strategies.
- Maintain extra curricular tuition for DPs via the Next Level Learning agency.
- Continue to use PP funding to support individual needs.

Returning in September 2020, SLT have placed a priority on minimising the impact that the Coronavirus Shutdown has had on all pupils but with a particular focus on disadvantaged pupils. PP Funding and Additional Catch-up funding will be used to maintain staffing levels and to access the National Tutoring Programme in order to support any pupils who have been affected by the shutdown.

April 2020
July 2020

| iii. | iv. Targeted support | | | | | |
|-----------------|------------------------|---|---|------------|------|--------------------------------|
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Cost | When will you review implement |

| | | | | | | ation? |
|--|---|---|--|------------|---------------------------------------|---|
| Continue to improve the attainment/progress in Maths for all PP pupils | <p>Small group & 1-1 tuition</p> <p>Fund additional Leader responsible for a Key Stage(TLR 2A)</p> <p>Fund small group tuition for CLA and post CLA pupils where timetables allow.</p> <p>Fund Communication Software to improve communication with Parents/Carers.</p> | <p><u>Sutton Trust (4 month gain for small group tutoring, 5 month gain for 1-1 tutoring)</u></p> <p>Evidence suggests that small group is an effective intervention and strategy for closing the GAP.</p> <p>EEF Toolkit, develop self-regulated learning (Use of communication software to support this). 7 month gain.</p> | Impact assessed on a termly basis Link Leader for SLT termly meeting Data analysis at each point SIMS reports – overview and individual review. | BRO | <p>£3911</p> <p>£5250</p> <p>£800</p> | <p>January 2020</p> <p>April 2020</p> <p>September 2020</p> |
| Continue to improve the attainment/progress in English for all PP pupils | <p>Small group & 1-1 tuition</p> <p>Fund additional Leader (TLR 2A)</p> <p>Fund small group tuition for CLA and post CLA pupils where timetables allow.</p> <p>Fund Communication Software to improve communication with Parents/Carers.</p> | <p><u>Sutton Trust (4 month gain for Small group tutoring, 5 month gain for 1-1 tutoring)</u></p> <p>Evidence suggests that small group is an effective intervention and strategy for closing the GAP.</p> <p>EEF Toolkit, develop self-regulated learning (Use of communication software to support this). 7 month gain.</p> | Impact assessed on a ½ termly basis Link Leader for SLT ½ meetings Data analysis at each point SIMS reports – overview and individual review. | BRO | <p>£3911</p> <p>See above</p> | <p>January 2020</p> <p>April 2020</p> <p>September 2020</p> |
| Improve the attainment/progress in Science for all PP pupils | <p>Small group & 1-1 tuition</p> <p>Fund Communication Software to improve communication with Parents/Carers.</p> | <p><u>Sutton Trust (4 month gain for small group tutoring, 5 month gain for 1-1 tutoring)</u></p> <p>Evidence suggests that small group is an effective intervention and strategy for closing the GAP.</p> <p>EEF Toolkit, develop self-regulated learning (Use of communication software to support this). 7 month gain.</p> | Impact assessed on a ½ termly basis Link Leader for SLT ½ termly meetings Data analysis at each point SIMS reports – overview and individual review. | BRO | <p>£3911</p> <p>See above</p> | <p>January 2020</p> <p>April 2020</p> <p>September 2020</p> |
| Improve the attainment/progress in RE for all PP pupils | <p>Small group & 1-1 tuition</p> | <p><u>Sutton Trust (4 month gain for small group tutoring, 5 month gain for 1-1 tutoring)</u></p> | Impact assessed on a ½ termly basis Link Leader for SLT | BRO | <p>See above</p> | <p>January 2020</p> <p>April 2020</p> <p>September</p> |

| | | | | | | |
|--|--|---|---|----------------|------------------|---|
| | | Evidence suggests that small group is an effective intervention and strategy for closing the GAP. | ½ termly meetings Data analysis at each point SIMS reports – overview and individual review. | | | 2020 |
| Ensure all pupils have excellent pastoral care | Fund two additional Deputy Head of Years | Sutton Trust (1 month gain for mentoring) This will ensure that all Year groups have a Head and Deputy Head of Year, which will increase contact time within each pastoral team for all disadvantaged pupils. This will allow effective mentoring to take place. | Link SLT meetings Parental feedback Individual proformas following each meeting. Triangulating individual with Data analysis for improvement/progress made | BRO/ASH | £7823 | January 2020 April 2020 September 2020 |
| Ensure that all disadvantaged students know how to revise and have a set of specific skills that help them to learn and retain information. | Specialist Mentor who will deliver weekly sessions with each pupil Fund Communication Software to improve communication with Parents/Carers. | Sutton Trust (3 month gain for Individual instruction) Through individual mentoring sessions it has become apparent that one of the barriers for PP students is the ability to retain information (Revise) and understand how to plan and prioritise revision. EEF Toolkit , develop self-regulated learning (Use of communication software to support this). 7 month gain. | | BRO | See above | January 2020 April 2020 September 2020 |
| Ensure that all parents of disadvantaged students are aware of how to support their child's revision and what strategies/activities can they assist do to help their child | A study skills parental session is delivered to all parents. Parents who cannot attend will be invited in individually. Fund Communication Software to improve communication with Parents/Carers. | Sutton Trust (3 month gain for Parental Engagement) EEF Toolkit , develop self-regulated learning (Use of communication software to support this). 7 month gain. | | BRO | See above | January 2020 April 2020 September 2020 |

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|---|--|---|--|--------------------------|--|--|
| <p>Ensure that all PP students have the necessary resources and environment to complete homework and independent study</p> | <p>Teacher of intervention will be available with a dedicated teaching assistant on three separate evening to offer support.</p> <p>Half term and Easter Holiday study sessions in school.</p> | <p>Sutton Trust (5 month gain for Secondary Homework)</p> <p>For some PP students the environment for learning is not conducive. This has become apparent throughout individual mentoring sessions. By providing support we are hoping to remove barriers to learning</p> | <p>Monitor the Code of Conduct (Homework) Monitor homework club registers Communicate with home of pupils concerned with</p> | <p>BRO/COR</p> | <p>£5000</p> | <p>January 2020 April 2020 September 2020</p> |
| Total budgeted cost | | | | | <p>£30606</p> | |
| <p>Review Edulink being used for PP Actions weeks. Form tutors contact PP parents and meet with students. See PP Actions information on G drive. Two have taken place so far. Feedback from staff and parents has been positive.</p> <p>The individualised approach continues to maintain engagement. Pupils' attendance on trips etc. to be being tracked by BRO using Edulink.</p> <p>See previous section for actions taken during the Coronavirus shutdown.</p> <p>Exam results show that the PP Cohort in Year 11 achieved very positive outcomes (See Page 1 and Appendix A). The headline measures show that the percentage of the PP cohort achieving a Grade 9-4 in English and Maths was just above the figure for pupils not eligible for PP at St. Peter's and significantly higher than the collaboration data figure for pupils not eligible for PP. This shows that PP students at St. peter's were in no way disadvantaged by the approach that the school took to Centre Assessed Grades.</p> <p>Individual data (see appendix B) shows that the vast majority of the Y11 PP Cohort achieved the results that they needed for their next steps.</p> | | | | | <p>Review Date January 2020</p> <p>April 2020 July 2020</p> <p>September 2020</p> | |
| <p>v.</p> | <p>vi. Other approaches</p> | | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>What is the evidence and rationale for this choice?</p> | <p>How will you ensure it is implemented well?</p> | <p>Staff lead</p> | <p>Cost</p> | <p>When will you review implement</p> |

| | | | | | | ation? |
|---|--|--|---|-----------------|----------------|---|
| Improve attendance of FSM pupils | Appoint EWO for 1 day per week with specific focus on FSM pupils. | Improve PA for FSM students. Statistically attendance has a direct correlation to performance and outcomes | Assistant Headteacher responsible for Behaviour and Welfare frequently monitors attendance of groups and meets weekly with EWO and student welfare | BRO/ASH | £4500 | January 2020 April 2020 September 2020 |
| Improve parental engagement for parents of PP pupils | Planned drop-in sessions the week after parents' evenings, targeted at those who did not attend. These will be at a neutral venue. | EEF Recommendations on 'Working with parents to support children's learning'. | Assistant Headteacher and Head of Year will run the drop-in sessions. Attendance records will be tracked. Feedback from parents will be obtained. | BRO/HOYs | £300 | January 2020 April 2020 September 2020 |
| Ensure all Disadvantaged students have a planned positive next step at the end of KS4 | Appoint CIAG Mentor (2 days per week) | We believe that no student should be disadvantaged in any way regarding aspirations. Individual mentoring shows all pupils possibilities and next steps to achieving. | | BROWEL | £10402 | January 2020 April 2020 September 2020 |
| Ensure that all pupils have the opportunity to attend afterschool support in order to improve progress. | Ensure transport is provided for pupils who may find this a barrier to staying afterschool | Sutton Trust (2 month gain for extending school day) | Account is set up with Taxi company meaning taxis can be arranged at short notice based on need. HOY meets ½ termly with students to assess barriers to learning. | BRO | £3000 | January 2020 April 2020 September 2020 |
| To ensure that any PP student is not disadvantaged in any way during their time here at St Peter's | To make individual contribution to each child on a specific needs basis. Initially, a sum of £100 to be allocated on behalf of each PP student. | PP students are provided with resources, equipment and contributions are made to educational visits in order to ensure that they are not disadvantaged in any way from their peers. Develop an 'Opportunities Passport' to track the engagement of students eligible for PP in wider opportunities. | Head of Year line managed by Link SLT – meet regularly. Items discussed frequently at SLT meetings. Individual spend reports are analysed Assistant Head Teacher responsible for PP liaison and triangulates with HOY/Finance/Parents. Parents have opportunity to request support for pupils through reply slip on letters sent annually | BRO/ASH | £12000 | January 2020 April 2020 September 2020 |
| Ensure all pupils are in a positive state of mental health to engage with learning. | Sensorial Play Therapy | Sutton Trust (3 month gain for Behaviour Intervention) This provides some students with a weekly opportunity to gain access to specialist support and resources in order to maintain a healthy state of mind reducing the risk of confrontation and stress related incidents. | Code of Conduct monitored Coordinated by our SENCO Termly impact review | BRO/HAC | £2500 | January 2020 April 2020 September 2020 |
| Total budgeted cost | | | | | £56645 | |
| Sum Total Budgeted Cost | | | | | £108182 | |
| | | | | | | |

in securing their next steps. Futures data to be inserted here when available.



7. Review of expenditure

Previous Academic Year **See separate review document.**

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) | Cost |
|-----------------|------------------------|--|--|------|
| | | | | |

ii. Targeted support

| 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) | Cost |
|-----------------|------------------------|--|--|------|
| | | | | |

iii. Other approaches

| 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) | Cost |
|-----------------|------------------------|--|--|------|
| | | | | |

8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

Appendix A – Cohort Results Analysis

| | <i>Pupils eligible for PP (our school)</i> | <i>Pupils not eligible for PP (our school)</i> | <i>Collaboration data PP</i> | <i>Collaboration data not PP</i> |
|---|--|--|------------------------------|----------------------------------|
| % achieving basics 9-4 Eng & Maths | 92.3 | 85.4 | 56.4 | 77.9 |
| % achieving basics 9-5 Eng & Maths | 30.8 | 68.4 | 33.3 | 56.0 |
| % achieving 9-4 Eng | 92.3 | 92.4 | 70.2 | 86.6 |
| % achieving 9-4 Maths | 92.3 | 87.7 | 61.8 | 81.6 |
| % achieving 9-5 Eng | 61.5 | 81.9 | 48.9 | 70.0 |
| % achieving 9-5 Maths | 53.8 | 73.1 | 39.7 | 62.2 |
| Average attainment 8 | 49.00 | 58.11 | 43.38 | 53.73 |
| Average progress 8 | N/A | N/A | -0.350 | N/A |

Appendix B – Individual Results Analysis

| Student Number | English language | English Literature | Maths | Science 1 | Science 2 | Science 3 | Other 1 | Grade | Other 2 | Grade | Other 3 | Grade | Other 4 | Grade |
|----------------|------------------|--------------------|-------|-----------|-----------|-----------|-----------|-------|-----------|-------|-----------|-------|---------|-------|
| 1 | 5 | 5 | 5 | 5 | 4 | n/a | Art | 7 | History | 6 | Music | 4 | RE | 4 |
| 2 | 4 | 3 | 4 | 3 | 3 | n/a | Art | 5 | History | 4 | Music | L2P | RE | 3 |
| 3 | 6 | 6 | 6 | 5 | 6 | 6 | Geog | 5 | History | 5 | Spanish | 5 | RE | 6 |
| 4 | 8 | 7 | 7 | 7 | 7 | 6 | Drama | 9 | German | 8 | History | 8 | RE | 7 |
| 5 | 4 | 4 | 5 | 5 | 5 | n/a | Comp | 4 | D & T | 4 | RE | 3 | n/a | n/a |
| 6 | 5 | 5 | 6 | 7 | 6 | n/a | Art | 6 | D & T | 6 | Geog | 7 | RE | 4 |
| 7 | 4 | 3 | 5 | 4 | 4 | n/a | D & T | 5 | Dig Info | L1D | History | 6 | RE | 5 |
| 8 | 5 | 5 | 5 | 4 | 4 | n/a | Art | 6 | Music | L2M | RE | 4 | n/a | n/a |
| 9 | 6 | 6 | 4 | 6 | 6 | n/a | Art | 6 | D & T | 6 | RE | 5 | n/a | n/a |
| 10 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| 11 | 6 | 5 | 4 | 4 | 4 | n/a | D & T | 4 | History | 3 | RE | 3 | n/a | n/a |
| 12 | 4 | 3 | 3 | 3 | 3 | n/a | Food | 4 | History | 3 | RE | 1 | n/a | n/a |
| 13 | 4 | 4 | 5 | 5 | 4 | n/a | RE | 2 | n/a | n/a | n/a | n/a | n/a | n/a |
| 14 | 5 | 5 | 4 | 5 | 4 | n/a | Art | 6 | Child Dev | L2P | RE | 2 | n/a | n/a |
| 15 | 6 | 5 | 4 | 4 | 4 | n/a | Comp | 5 | Drama | 5 | Geog | 5 | RE | 6 |
| 16 | 5 | 5 | 4 | 4 | 4 | n/a | Dance | 6 | Geog | 4 | Sports St | L2P | RE | 2 |
| 17 | 6 | 5 | 7 | 8 | 8 | n/a | Drama | 5 | History | 7 | Music | 4 | RE | 5 |
| 18 | 6 | 4 | 7 | 6 | 5 | n/a | Comp | 4 | Geog | 7 | PE | 5 | RE | 4 |
| 19 | 3 | 2 | 2 | 3 | 2 | n/a | Eng Entry | 3 | Drama | 3 | Music | L2P | RE | 1 |
| 20 | 3 | 3 | 5 | 5 | 4 | n/a | Dig Info | L2P | Drama | 4 | Geog | 4 | RE | 3 |

Last updated 12th November 2020