

Pupil premium strategy statement: Stuart Bathurst Catholic High School 2019-20

1. Summary information					
School	Stuart Bathurst Catholic High School				
Academic Year	2019/20	Total PP budget	272,085	Date of most recent PP Review	June 2019
Total number of pupils	887	Number of pupils eligible for PP	338	Date for next internal review of this strategy	Nov 2020

2A: Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EM 4+ and EM 5+ [2018/19]	4+ - 55.9% / 5+ -30.8	4+ 71.8%/ 5+67.1%
Progress 8 score average [2018/19]	-0.14	0.13
Attainment 8 score average [2018/19]	40.25	50.3
		(Unvalidated)

2B. Y7 attainment (breakdown for 2019/20)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% with KS2 reading score < 100	19%	12%
% with KS2 maths score < 100	23%	9%
% of High Ability with 4 or more REDs on report (Cat 4 testing)	%	%

2. Barriers to future attainment	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
B.	Numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
C.	Continue to improve the outcomes of ALL students by ensuring the delivery of quality first Teaching and Learning to address issues of engagement and attendance.
D.	Continue to improve the progress of all PP students in Maths/English/Science at KS4. Also significantly improve the P8 score of subjects in the open column.

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Attendance rates for pupils eligible for PP are % (below the target for all children of 94%). This reduces their school hours and causes them to fall behind on average/ not accessing the curriculum.
F.	Ensure that the aspirations and drive to succeed for PP students is the same as students not eligible for PP
G.	Social and emotional issues leading to more frequent behaviour incidents, having a detrimental effect on learning time for these students.
H.	

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets and other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and English written assessments. Implementation of the knowledge Curriculum will also support improvements.
B.	High levels of progress in numeracy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets and other pupils still make at least the expected progress. This will be evidenced using Numeracy Progress booklets and Mathematics assessments. Implementation of the knowledge Curriculum will also support improvements.
C.	Continue to improve the outcomes of ALL pupil's by ensuring the delivery of high quality Teaching and Learning to address issues of attendance and engagement. This is particularly important to improve the P8 score of the high prior-attaining PP pupils	By improving the quality of teaching and learning in the school overall this disproportionately affects the outcomes off PP pupil's. This will be determined by the percentage of lessons where specific T&L strategies for PP pupils are evident in lesson observations.
D.	Continue to improve the progress of all PP students in Maths/English/Science at KS4. Also significantly improve the P8 score of subjects in the open column.	Continue to Improve the P8 score for maths, English/Science and open column.
E.	Increased attendance rates for pupils eligible for PP Improved attendance rates for PP students to 94% and above Increased school hours, leading Improved academic outcomes at KS3 and KS4.	Reduce the in-school gap between the attendance of PP pupils and students not eligible for PP. Reduce the number of persistent absentees (PA) among pupils eligible for PP to 12% or below. Overall attendance among pupils eligible for PP improves from 92% to 94% in line with other pupils. Pastoral teams and attendance officers (EWO) to prioritise home visits and reward incentives to PP non-attenders.

F.	Aspirations for PP pupils will be the same as those not eligible for PP.	PP pupils will have a wider understanding of the careers available to them and will see these as achievable outcomes from their school career. Evidence will be used from Careers surveys to track staying on rates post 16 and enrolment to pre-university courses.
G.	100% Compliance effective with reduced behaviour points, reduced visits to II and reduced FTEs.	<p>Fewer behaviour incidents recorded for these pupils on the school system :</p> <p>Pastoral monitoring data is reviewed weekly by AHT and HOY to target specific pupils and groups of pupils for intervention. Targeted support for at risk students through Pastoral support plans.</p> <p>Reduction in class chart negative points, PP pupils being removed from lessons and placed into internal isolation. Reduction in the number of PP pupils FTE.</p> <p>Improvement in class charts in ratio of positive and negative points. Targeted support for at risk students through Pastoral support plans.</p>
H.	Poor home learning environments become less of a barrier to learning – Knowledge Curriculum	More students engage in home learning, due to routine and consistent expectations through application of knowledge booklets/organisers. Progress tracked by all class teachers using self quizzes and retrieval practice at the start of all lessons.

4. Planned expenditure					
Academic year					
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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All teaching staff to deliver quality first teaching in the classroom to ensure engagement and progress of ALL students	In order to maintain the difference for PP pupils and improve outcomes for all pupils we are working on delivering quality first teaching and equity between ALL – Strategies sit within the Capacity to Improve plan.		T&L surveys to get students’ opinion on the following areas: quality of feedback, homework, opportunity to work independently and collaboratively and usefulness of intervention. Rigorous scrutiny of progress review data to assess progress.	SLT	Lesson observation windows Department Review cycle Whole school Teaching and Learning walks.
A: High levels of progress in literacy for Year 7 pupils eligible for PP.	All students to receive regular homework in line with the school policy CAT 4 testing to be carried out on all pupils.	Research from Education Endowment Foundation (EEF) shows that secondary homework is one of the most effective ways to improve progress and is cost effective	T&L surveys to get students’ opinion on the following areas: quality of feedback, homework. CAT 4 recommendations to be implemented to inform intervention and teacher planning. This will be monitored through whole school learning walks/ lesson observation and department reviews.	SLT	

A/B: Improved Year 7 Literacy progress and improved Year 7 Numeracy progress	TLR for numeracy and Literacy Lead teachers	A number of studies have shown that disadvantaged students benefit most from a knowledge based curriculum, because they have not been exposed to the range of vocabularies and ideas outside school as some of their wealthier peers – Parents and Teachers for Excellence. The Sutton Trust research has reinforced the success of rigorous well planned curriculum models providing access to further education for disadvantaged pupils as evidenced in the research of ED Hirsch.	Link with Saint Martins: Midlands Knowledge hub, work with SLE support provided by Saint Augustines, Saint John Wall, Bishop Milner Schools. Share best practice and moderation.	CK SW JG	Fortnightly line Management meet With SLT.
	Work scrutiny and lesson drop ins to be regularly conducted for PP pupils. This is particularly important for pupils with predictions of poor outcomes.	Improved outcomes for disadvantaged students.	HODs, HOY, SLT to carry out regular lesson drop ins	TW HOD SLT	
Total budgeted cost					£27 000
ii. 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	When will you review implementation?

<p>A/C: Revision guides and revision planner software.</p>	<p>Disadvantaged pupils have access to quality revision materials.</p> <p>All PP pupils have been provided with these materials where parents have not previously contributed.</p>	<p>PP pupils may not be able to afford revision guides or resources to revise effectively.</p>	<p>Pupil voice surveys, Line management meetings.</p>	<p>AHT HOD Year Leaders</p>	
<p>Improved attendance and punctuality for students eligible for PP.</p>	<p>Attendance officer/EWO to support pupils and families of disadvantaged PA students.</p>	<p>Poor attendance reduces the attainment of pupils. Attendance procedures will be increasingly effective as consistency improves in identifying and tackling attendance concerns. We cannot improve attainment for pupils if they are not attending school. NFER briefing for school leaders identifies improving attendance as a key strategy.</p>	<p>Pastoral team's to make first day contact with families of FSM PA / PP PA pupils / PP pupils. (EWO) to target disadvantaged FSM PA / PP PA / PP pupils with early response and FastTrack applications through Legal Services. Attendance concerns to be shared at all meetings/shared with SLT links for each year group.</p>	<p>HOY YC TW MW</p>	<p>Reviewed every half term by analysing the attendance data.</p>
	<p>Support for those children in families experiencing extreme hardship; Bus Passes Assistance with general equipment and uniform to enable access to entitlement</p> <p>Free School Breakfast for all FSM students and targeted PP Pupils</p>	<p>Research from the EEF supports the impact of breakfast clubs in improving pupil's wellbeing and attainment.</p>	<p>Weekly meeting with AHT and Year leaders/EWO to focus on attendance.</p>		

<p>H:</p>	<p>More pupils engage with homework more frequently</p>	<p>A number of studies have shown that disadvantaged students benefit most from a knowledge based curriculum, because they have not been exposed to the range of vocabularies and ideas outside school as some of their wealthier peers – Parents and Teachers for Excellence.</p>	<p>Knowledge Booklets already being developed and trialled with KS3 students. Regular quizzes have been introduced in some subject areas. Use of Class Charts regularly monitored and feedback to Heads of Department via Line Management.</p>		<p>Printing of resources for individual students at departmental level;</p>
<p>D/H/G:</p>	<p>Learning resource centre to utilised after school as homework clubs to prioritise disadvantaged pupils who are identified as failing to complete homework pieces</p>	<p>EFF evidence reflects that extending the school day may also often offer wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.</p>			

D:	Focus on PP pupils at Weekly Raising attainment meetings to create targeted solutions for pupil groups	Data from subject head of departments identifies disadvantaged pupils with concerns. Pupils who engage with after school support can make significant improvement in their coursework grades and exam performance.	Heads of Year to lead additional coursework catch up and revision programmes for disadvantaged pupils identified in the Raising attainment meetings.	TW HOY HOD	
D:	Numeracy Co-ordinator teacher to support disadvantaged pupils in maths in KS4.	EEF toolkit suggests a positive impact for small group tuition and learning more focused to learners needs	Attendance at revision (HWPO) support sessions as documented by Maths team. Review points after mock exam data becomes available in.	JGL QM TW MC	

G:	I Identified PP Pupils to have Individual and group work with Behaviour support teacher from Sandwell.	Some pupils require further support with their behaviour. The BST will be able to offer a higher level of support and will form a key feature of the students pastoral support plan.	Feedback from BST for teachers of the pupils will give clear advice and strategies to support the students with engaging with learning in the classroom.	SH Year leaders TW	
F	Disadvantaged pupils to receive additional follow up appointments for CEIAG	Careers professional to offer first then follow up additional appointment for all PP pupils.	SS to support CEIAG with two sessions offered for disadvantaged pupils. Opportunities to be involved in careers/Aspire events.	SS	
Total budgeted cost					£212 000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
H:	Promote awareness of Pupil Premium funding at major school events	To ensure that all pupils entitled to additional funding are identified and supported. To ensure that the School	TW/HOY to promote the application process with parents at appropriate school evenings such as Open evening and parents evenings.	TW	

	and particularly transition meetings	receives appropriate funding to support all pupils			
F/H	Disadvantaged pupil support for extracurricular activities	Pupils offered opportunities which may be prohibitive to them due to financial pressures. Music lesson, arts trip, plays, sporting fixtures etc.	TW manages individual subject requests for support for disadvantaged pupils.	TW	
	Improved marketing strategy of the PP students to be implemented.	Improved outcomes for PP students. Every member of staff in school needs to know who their PP students are and positively discriminate in their favour.			
	PP students causing concern in terms of progress to be interviewed to discuss barriers to learning and to discuss outcomes.	Interviews to be arranged and a 360 profile for each PP student to be organised. This information will be shared with staff on a regular basis so that strategies can be considered to improve outcomes	New questionnaire to be developed by TW to be used during meetings. Evidence that 360 profile used by staff in lessons	TW, HOY and Year Coordinators	
Total budgeted cost					£33 000