# Pupil premium strategy statement

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| 1. **Summary information** | | | | | |
| **School** | Stuart Bathurst Catholic High School | | | | |
| **Academic Year** | 2018/19 | **Total PP budget** | £272,085 | **Date of most recent PP Review** | June 2018 |
| **Total number of pupils** | 740 | **Number of pupils eligible for PP** | 291 | **Date for next internal review of this strategy** |  |

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| 1. **Current attainment** | | |
|  | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| **% achieving grade 5+ EM** (2017/18) | 25% |  |
| **% achieving grade 4+ EM** (2017/18) | 40.4% |  |
| **% achieving grade 5+ EBacc** (2017/18) | 0% |  |
| **% achieving grade 4+ EBacc** (2017/18) | 0% |  |
| **Progress 8 score average** (2017/18) | -0.920 |  |
| **Attainment 8 score average** (2017/18) | 34.15 |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP)** | | |
| **In-school barriers** *(issues to be addressed in school, such as poor literacy skills)* | | |
|  | | Improved attainment and progress across the school in both KS3 and KS4 |
|  | | Poor literacy and numeracy skills |
|  | | Poor low level behaviour |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | |
| **D.** | Attendance and punctuality | |

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| 1. **Desired outcomes** *(desired outcomes and how they will be measured)* | | Success criteria |
|  | Improved attainment and progress across the school in both KS3 and KS4 | * Increase the attainment of PP students across the subjects in KS3 and KS4. As a result, this will led to the attainment gap between PP / NPP decreasing and improve the progress being made by PP students. |
|  | Poor Literacy and Numeracy Skills | * Improved reading age and closing the gap on the NPP (measured by Literacy Assessment Online) * Improved numeracy age and closing the gap on the NPP (measured by AMT tests) |
|  | Poor low level behaviour | * Reduction in classchart negative points, removal from lessons and isolations. Improvement in classcharts in ratio of positive and negative points. |
|  | Attendance and punctuality | * Improve the attendance, decrease the amount of persistent attendance and improve the punctuality. Close the gap on NPP students both internal to the school and national. |

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| 1. **Planned expenditure – 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. | | | | | | |
| 1. **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?** |
| Improved rates of progress across the school in both KS3 and KS4 | All students to receive regular homework in line with the school policy. | Research from Education Endowment Fund (EEF) and Sutton Trust T&L toolkit shows that homework is one of the most effective ways to improve progress and is also cost effective. | Show my Homework weekly reports to monitor the homework given by subject and individual teachers. | Data will also be collected regularly (each year group has 3 data entries) to monitor students performance. | GR to produce reports and SLT to monitor the subjects they LM. | Weekly |
| Contribution towards show my homework. | This will be used in conjunction with the school planner. |
| Whole school marking policy | Sutton Trust T&L toolkit suggests that the provision of high quality feedback can lead to an additional 8 months of progress. This will be further supported with the implementation of Dedicated Improvement and Reflection Time (DIRT). | Marking moderation within departments to ensure Whole School Policy is being adopted. Also, middle leaders to carry out book scrutinies. | GR / TLAG | Half Termly |
| All teaching staff to deliver quality first teaching in the classroom to ensure engagement and progress of all students. | In order to reduce the gap for the PP students, we are working on delivering quality first teaching for all students. | Lesson observations / PMR / Subject Reviews | SLT / Middle Leadership | Half term and follow the subject review calendar |
| Contribution towards bluesky software / ExamPro | Monitoring the teaching that the PP students receive and highlighting good practice to share with the staff body. Exam Pro will allow the teachers to have access to more exam questions (9-1). |  | | SLT | Following subject reviews / learning walk focus. |
| Improved literacy and numeracy levels of students. | TLR for numeracy and literacy | The school needs to have a clear focus and vision surrounding these two areas. These positions will require the TLR holders to both lead but also act as support for other members of staff. |  | | SLT | Fortnightly line management meeting SLT. |
| Numeracy and Literacy Support Staff | Learning support staff to support in lesson. |  | | SENCO |  |
| **Total budgeted cost** | | | | | | £127,665 |
| 1. **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?** |
| Improved rates of progress across the school in both KS3 and KS4 | Intervention Classes before, during and after school. Also to take place during half term. | PP students have both a lower national and school attendance which will leave gaps in their knowledge. | Monitoring of attendance, targeted with key students and well publicised including breakfast & revision food. | | HOY / YC | Data Entry Cycle |
| Revision guides being purchased for all PP students across the all subjects. | PP students may not be able to afford revision guides or the resources to revise effectively. | Pupil voice and line management. | | AHT / HOY / HOD / YC |  |
| Improved literacy and numeracy levels of students. | Intervention sessions | Intervention sessions based on the students areas for development identified through QLA. |  | | Literacy and Numeracy Lead / KS3 English and Maths |  |
| **Total budgeted cost** | | | | | | £24,269 |
| 1. **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?** |
| Improved attendance and punctuality for students who are eligible for Pupil Premium | 1. Attendance officer 2. Child Protection Officer 3. HOY / YC to monitor all students and follow up quickly on truancies and attendance. Letters about attendance to families / carers. HOY / YC / EWO to arrange attendance panels with families to discuss attendance and the barriers to attending school. 4. Purchasing of bus passes 5. Purchasing of school uniform | If the students are absent or late to school, they will miss learning and ultimately their attainment will suffer. This is well documented through many pieces of research. | 1. SLT weekly agenda item. 2. Weekly meeting with Year Coordinators, EWO and DHT. 3. Effective monitoring of attendance; absenteeism is checked on a daily basis. | | EWO / Pastoral teams / AHT / DHT | Reviewed every half term by analysing the attendance data. |
| Free School Breakfast for all PP students | Recent research from the EEF supports the impact on Breakfast clubs on both | Weekly monitoring of uptake from students and half termly monitoring of the attendance and behaviour indicators. | | AHT / PP support manager / Canteen |  |
| Reduce the amount of fixed term exclusions, isolations and withdrawals. | To monitor all students’ attitude to learning (A2L) concerns each data drop to examine behaviour, homework and engagement across all subjects | Improving the students behaviour will improve both their ability to learn and also their attendance due to not being excluded. | Monitored across the data entry. | | HOYs / YCs / HODs | Across the 4 data entries (3 data entries per year group). |
| Classcharts | Monitor both the positive and negative behaviour incidents. | N/A | | DHT / AHT | N/A |
| Monitoring of low level behaviour indicators such as classcharts, withdrawals and isolations. | Monitoring the low level behaviour systems will allow the school to more proactive with support and spot behaviour trends. This may lead to whole school focus (e.g. punctuality to lessons) or more individualised support for students. This will help | Weekly reports sent out for classcharts.  Analysis of both behaviour support unit and parking every fortnight. | | DHT / AHT / YCs / HOYs | Analysis for classcharts |
| CPD from the BST for staff and individual subjects. | Further training will help us as a school provide more analysis of the students behaviour – Boxall profile, PBAS etc. |  | | DHT | Half termly CPD sessions delivered by BST through TLAG groups. |
| Individual and group work with BST for students. | Some students require further support with their behaviour – BST will be able to offer a higher level of support. | Feedback from BST for teachers of the students – advice and guidance on how to support the students. | | DHT / YCs / HOYs | Dependent on schedules with BST |
| Improved rates of progress across the school in both KS3 and KS4 | Data presentation to staff to improve knowledge of performance, underperforming groups and key students overall | Improved knowledge of the key groups and key students will help the focus of the staff. The training will also help staff to target their own key groups and students within both their subject and class. | Use of training and upskill monitored through line management. | | AHT / SLT | After every data presentation / entry. |
| Data Training for staff |
| Change of data analysis policy | Responsibility for data analysis to be shared between HOD and teachers. This will help the HOD’s and teachers to take greater ownership of their data and understanding. | SLT line manager for subjects. | | AHT |  |
| RADY Process within Year 7 | Initiative that includes 3 layers – raising awareness, raising aspirations and raising expectations. | AHT / PP support manager / HOY 7 | | AHT |  |
| Appointment of Pupil Premium Support Manager | Further support to be given to the PP students. | Fortnightly line management meetings | | AHT |  |
| Mentoring of key underperforming PP students | Key students within Year 11 and 10 to have mentors. This will help the school to increase their knowledge of the students and | HOY and YC 11 / AHT of PP | | AHT |  |
| Student Voice for PP students directly | All PP students to complete a questionnaire based on the barriers they face to their education. This will help the school to address issues that matter to the students. | PP support manager and ATH for PP | | AHT |  |
| Improved literacy and numeracy levels of students. | Numeracy and Literacy Software Contribution | To monitor and measure the progress being made by the students through the literacy and numeracy interventions. This will also help to establish a baseline and identify which students need intervention. Furthermore it will help teachers to differentiate and plan their lessons. | Monitored through line management by SLT | | SLT / TLR leads |  |
| **Total budgeted cost** | | | | | | **£128,549** |

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| **Evaluation of Outcomes and Strategies used in 2017/18** | | | |
| **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) |
| Improved rates of progress across the school in both KS3 and KS4 | **Various** | * Prior Attainment for PP 4.59 : NPP 4.70 * Attainment 8 for PP **34.15**: non PP **43.39** * Progress 8 for PP -0.920: non PP -0.275 * % achieving 5 x 9 – 4 incl. EM for PP 40.4%: non PP 49.4% (GAP now 9%) * % Achieving E+M (Standard Pass 4+) for PP 40.4%: non PP 57.3% (GAP now 16.9%) * % Achieving E+M (Strong Pass 5+) for PP 25.0%: non PP 36.0% (GAP now 11.0%) * Average Point Score for EBacc for PP 2.71: non PP 3.55 (GAP now 0.84) * Support from RADY will move into next academic year and focused on Year 7. * Data training for staff ran throughout the year both after school (Top Up Thursday) and during INSET days. * Data presentations took place after every data entry and focused on all year groups. Whilst the staff could articulate the gaps – the knowledge and understanding of their own subject was not at the level required. | **Data Presentation**  The data presentations needs to simplify and the responsibility for data analysis needs to be given back to HOD’s and the classroom teachers. This will help the HOD’s to understand the data within their subject and the students who need further support.  **Data Training**  The top up sessions were not always well attended by staff and the open door policy not always taken advantage of. One improvement may be to produce video guides on carrying out basic analysis on Sisra. |
| Improved attendance for students who are eligible for Pupil Premium | **Various** | The whole school attendance increased for PP students increased to 94.03% which was 2.2% lower than the NPP students (96.23%). Both of these figures are higher than their national counterparts and the gap is smaller than the national gap.  The persistent absence of the PP students is 12.6% which is 7.66% higher than the NPP students (4.94%). Both figures are significantly below the national comparator for both PP and NPP – as such the gap is smaller. | The strategies employed proved successful as both the attendance and persistent attendance has improved based on last years figures. This improvement is due to the continuation of strategies of previous academic year. Whilst the both figures are above their national counterparts, the focus must be on closing the gap on both the internal and national NPP figure.This attendance can continue to improve by targeting the U Grade (late after session marks) and the punctuality of the PP students. |
| Reduce the amount of fixed term exclusions, isolations and withdrawals. | **Various** | **Exclusions**  The exclusions of the PP students dropped to 7 exclusions (2017-18) from 78 exclusions (2016-17).  **Isolations**  There were 93 isolations of PP students last academic year which represented 21% of the isolations. This was a decrease from 139 the previous year and represented the same % of the overall isolations.  **Withdrawals**  The withdrawals of the PP students have reduced from 206 in 2016-17 to 67 in 2017-18. | The strategies used to reduce the amount of fixed term exclusions, isolations and withdrawals were successful. The use of year coordinators, training from the BST and monitoring of the low level behaviour indicators. This early intervention stopped the behaviour from escalating. |
| Improved literacy and numeracy levels of students. | **Various** |  |  |

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| 1. **Additional detail** |
| * In this section you can annex or refer to **additional** information which you have used to inform the statement above. |