

Pupil premium strategy statement and report for Governors October 2016

Pupil Premium covers several groups of pupils for whom the college receives extra funding. They are pupils who have received free school meals (FSM) at any time within the last 6 years and they draw £935 per pupil; pupils who are in care (child looked after (CLA)) where the fund goes direct to College Central; pupils who are adopted (£1900), and pupils whose parents are in the armed services, this is £300 per pupil.

The money comes to the college not to the pupil and is to be spent on closing any gaps in the progress of pupils in these groups compared to the progress of other pupils at the college.

Performance of PP pupils:

	2014 School FSM	2014 school non FSM	2014 National non FSM*	2015 School FSM	2015 School Non FSM	2015 national non FSM	2016 School FSM	2016 School Non FSM	2016 National Non FSM
% of pupils achieving 5+ A*-CEM	77.4%	78%	52.6%	33%	75%	56%	63%	84%	63%
% of pupils making expected progress (3 levels) in English	88%	86%	70%	58%	81%	77%	72%	86%	Indicator not used
% of pupils making expected progress in maths	74%	81%	70%	63%	81%	76%	77%	75%	Indicator not used
Value added	1012.7	1032.5	977.8	1027.6	1038.2	976.3	Progress 8 -0.06	Progress 8 0.52	Progress 8 0

In 2016 the attainment figures are good at 68% (all PP) and 63% (FSM) and although the gap appears to be closing from 40% difference to 21% difference this year, this is still a significant gap. The attainment of FSM pupils at this school is in line with non-FSM nationally. The attainment 8 figure also shows a gap 5.08 (FSM) compared to the cohort figure of 5.94. The progress measures for PP are more in line with the school cohort than the previous year: in English 3 levels progress is below non-FSM by 14% and for maths are slightly (2%) above.

The Progress 8 figures indicate there is still a gap with FSM getting a score of -0.13 in English compared to +0.33 for the cohort and in maths this is -0.12 for FSM compared to +0.19 for the cohort. This results in 1 in 8 FSM pupils getting a grade below on average when compared to the National cohort.

Our main issue here has been the persistent absence of middle attaining pupils, NE, SC, IC, AM, AW, RW and MP. (i.e. persistent absence of pupils with 27-30 average points score on entry.

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On-going objectives:

- To strengthen tracking of PP individual progress including tracking low, middle and high attainers
- At KS3 to use the Catch-up premium to ensure Y7 pupils have made expected levels of progress by the end of the year
- To raise literacy and numeracy levels for PP pupils through intervention work
- To raise aspirations for all by using FFT top 5% for target setting

Strategy statement

1. Summary information					
School	St. Richard's Catholic College				
Academic Year	2016/17	Total PP budget	£119,225	Date of most recent PP Review	March 2016
Total number of pupils	994	Number of pupils eligible for PP	127	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	77%	64.7%
% achieving expected progress in English / Maths (2015/16 only)	72% and 77%	75.8% / 73.4%
Progress 8 score average (from 2016/17)	-0.06	0
Attainment 8 score average (from 2016/17)	5.94	5.2 (this figure will be confirmed in Dec/Jan)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
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.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.
External barriers	
C.	Attendance rates for pupils eligible for PP are 91.9 (below the target for all children of 95%. This reduces their school hours and causes them to fall behind on average).

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4. 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 in October, March and June.
B.	Improved rates of progress across KS3 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by subject leaders and senior team.
C.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 91.9% to 95% in line with 'other' pupils.

5. Planned expenditure					
Academic year		2016/17			
The three headings below enable us 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?
A. Improved Year 7 literacy progress	CPD on literacy available for all teaching staff and teaching assistants	We want to offer high quality teaching to all these pupils to drive up results. CPD course is planned which offers a combination of pedagogical knowledge and subject knowledge, and involved both external expertise and peer support. These things are said to be effective in the Teacher Development Trust research review on professional development.	Course selected using evidence of effectiveness, planned as part of the CPD twilight programme. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Subject Leader for English	Jan 17
A. Improved Year 7 literacy progress	CPD on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language.	Components of language identified as an area of weakness from moderation and schools in the English network have successfully trialled this approach. Accelerated Reader was shown to have a positive impact in an independent evaluation.	SL to oversee resources and scheme development with KS3 lead for English and SENCO.	Subject Leader of English	January, March and June 17

A. Improved Year 7 literacy progress	Staff training on high quality feedback to be delivered by HV Growth mind-set training for all staff to be delivered by external source Sept 16. Smaller teaching groups.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including John Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on effective assessment of writing for a purpose. Research shows that smaller teaching groups have an impact on progress, EEF shows a 3+ month improvement.	Use INSET day and twilights to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy. Initial, 3 month and 6 month evaluation of CPD through moderation and assessment grades.	Vice-Principal	Jan 17
B. Improved progress for high attaining pupils					
Total budgeted cost					£40,800
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?
A. Improved Year 7 literacy progress	121 and small group provision of Read Write Inc 'Fresh Start' for struggling Y7 pupils. Books from the library to go home to targeted Y7 pupils	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme. Teaching Assistant CPD to support these students with the strategy and Pupil Premium Co-ordinator to liaise with parents.	Pupil Premium Coordinator	Jun 17

B. Improved progress for high attaining pupils	Weekly small group sessions in maths and English for high-attaining pupils with SL or equivalent, replacing tutor time.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths at 3 key points, October, March and June SLs to observe sessions and provide feedback / support.	Subject Leaders of Maths/ English	Mar 17
Total budgeted cost					£39,425
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?
C. Increased attendance rates	Support worker employed to monitor pupils and follow up quickly on trancies. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and assertive mentor assigned to each PA pupil eligible for PP. Attendance and progress discussed at least fortnightly with PP Coordinator and mentor. Letters about attendance and support worker to visit all PA at home to discuss attendance with parents / guardian and explore barriers	Pupil Premium Coordinator	Jan 17
Total budgeted cost					£39.000

6. Review of expenditure

Previous Academic Year

Strategy	How much are we spending	What are we doing with the information and how are we evaluating it?	What is the impact?
Strand 1* Extra teaching groups (should be 7 for our PAN, we run 8 in each year group)	Extra 30 pds per week. = 1.2 teachers @ £34,000 pa = £40,800	Monitoring of first wave teaching. Subject Leaders on learning walks report back to line managers. LMT do learning walks and feedback good practice in meetings.	Attainment figures are good at 68% (all PP) and 63% (FSM) 95% of lessons are graded good or better.
Strand 1 Alternative curriculum	£2000 (1 pupil at Plumpton (KB in yr 11))	Reports from institutions. Pupils completed course with good feedback.	Pupil attended college regularly. Prior to this there were concerns over attendance.
Strand 2 Reading and literacy. Word shark, Lexia, Reading tests, targeted books in library	£7000	On-line reading tests taken by all yr 7 and re-tests done. Reading age data scrutinised Feedback from pupil parent, other schools and TA resulted in Lexia being re-introduced). Monitoring of TA effectiveness by SENCO and LMT.	Reading ages have increased well in excess of the chronological growth.
CAT tests new CAT4 ready for use	£3,400 x 14% =£500	With uncertainty about information/ data coming from primary schools CATs will give some indication of targets and expected progress.	CATs have enabled us to add a significant layer to data analysis and gives us increased confidence about our own targets set to all pupils.
Strand 3. 1 to 1 tuition. Timetabled maths teacher 2 days a week, Dyslexia expert works with small groups	£30,000	Pupils are targeted to receive literacy and/or numeracy according to need. Reports are written by the 1 to 1 teacher to indicate what impact has been made and sent to LMT PP lead.	Reports indicate 1 to 2 sub levels of improvement over the duration of the sessions.
Strand 4 Behaviour modification. PSA, Parenting courses, careers advisor for PP pupils. Pastoral Co-ordinators	£10620 £1000 £2000	Extra contact with parents. Pastoral Leaders kept informed. 2 posts of pastoral Co-ordinators set up with one aspect to monitor more closely PP progress in KS3 and KS4	PP pupils get additional Careers advice. Increased contact between home and school. More contact made with PP pupils. More monitoring of support given to PP pupils.

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Improving parental involvement in revision		Expert in revision techniques Delivering INSET to parents for an evening (follow up from day with Yr 11 pupils)	Parents reporting a clearer idea of how to help their children
Strand 5. Improved feedback. PP courses, CPD on feedback, Purple pen initiative. Live mock exam. 2 staff involved in Pupils as researchers training.	£1700	Monitoring (LMT and Governor) shows improved feedback to pupils and follow up from them. Pupil researchers have helped with appointments of staff.	Staff are clearer about how to give informative feedback. Pupil voice shows pupils feel they are able to improve because of feedback. Researchers have provided feedback on lessons.
Strand 6. Metacognition	£3500 (New VLE) pa	Monitoring and pupil voice show that strategies such as fascinators, BBBB (brain buddy book boss) are a normal part of teaching. VLE/Google docs /google classroom being used	Pupils are much more engaged in how they learn. They work with each other more closely. Peer marking is used widely.
Strand 7 Behaviour intervention Behaviour consultant, TLR for SENCO, Counselling support. Behaviour intervention to help pupils with underdeveloped emotional responses	£10600 £6000 £1500 (Not counted in the total, this money is funded by the virtual college.)	Pastoral Team minutes where all behaviour issues are discussed. Pupils not co-operating in Yr 11 and 10 have intervention with PL each night until work is up to target. Pupils in yrs 7 to 9 have report cards. SEN co-ordinator attending a THRIVE course.	The number of pupils attending the Yr 11/10 intervention after school "club" has reduced. Reports to LMT show which pupils come off intervention and which stay on. Report cards more specific to learning needs in Yrs 7 to 9. Long term impact to use cognitive therapy to "re-awaken" neural pathways which are underdeveloped in some pupils.
Strand 8 After school programmes. Prep club. Prep Club plus After school revision sessions Yrs 10 and 11. The published timetable shows 256 extra hours of revision.	£4100	Main Prep club register shows a high % of PP pupils use the club. Prep club plus is only for PP and SEN. Again this is well attended by both groups. Pupil voice is used to gauge effectiveness of the clubs and take-up. Timetable produced so that all pupils can plan which sessions they attend. Staff from all departments are giving up time after school to run revision.	Pupil voice shows that Prep club is used well in Yrs 7 and 8. Pupils report that they can not only use the ICT facilities but they get help from the member of staff running the club. Latest profiles show a slight improvement on numbers of PP pupils on target (since start of the year)
Other. Bus fares, revision guides,	£45,000. 3 new sets of laptops and trolleys	Lap tops/tablets extensively used (use monitored by librarian).	Much more engaged pupils. MFL has wider range of activities through use of

text books, G and T, lap tops, curriculum trips.	bought for 2015/16 following success of last year's purchase. (Upgraded Feb 2016)	Laptops now used for new access arrangements for exams.	tablets. Pupils with difficulties able to use laptops when it will help them learn.
Courses to look at monitoring of group performance through RAISE and FFT Aspire	£1500	Core Subject Leaders and LMT trained. All subject Leaders subsequently trained and feedback so good that all staff shown how to use aspire and given log ins.	Reports by Subject Leaders include transition matrices for cohort and PP pupils. All staff have access to Aspire. Improved analysis of groups progress
Appointment of extra staff to input data and a data manager post created. Tracking improved through better use of data.	£6000	Data more secure (all targets in all subjects stored centrally on SIMs and available to staff earlier in the year) 4Matrix allows more sophisticated analysis and progress tracking.	Hard data capture points now give a better indication of progress and who needs intervention. Pastoral Leaders use results of this tracking to place pupils on more specific types of report. Has already been used to look at gap analysis and will be used to produce flight paths.
Yr 11 revision course Rolling out to lower school and Yr 10.	£1200 pa	Pupils requested help with revising so they had a day with a revision expert (Michelle Millar) to help them ?	Evaluations showed that pupils found the day useful.
IRIS (video system to help improve quality of teaching.	(See strand 4 above) (Paid through teaching schools so not included here)	Staff can see themselves teach, get coached via a link while teaching.	Already useful for helping trainee teachers.
Total	£173,520		

Strands 1 to 8 refer to research info where:

Stand 1.

Research shows smaller teaching groups have an impact on progress, EEF shows a 3+ month improvement.

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Strand 2.

Our own research on improving boys' performance identified literacy as a key issue.

Strand 3.

Research shows 1 to 1 is an effective means of improving progress. EEF suggest a 5+ month improvement. Our own Pupil Premium Alliance group has confirmed the efficacy of 1 to 1.

Strand 4.

Our own research through the parental engagement project and EEF suggest 3+ months for better parental engagement.

Strand 5.

Feedback.

Our parental Focus group reports back on the way books are marked and the quality of feedback from staff. Governors researched aspects of good practice in the college using pupil voice feedback and the results were shared and acted upon by staff. Research has identified feedback as the most cost effective way of improving progress. EEF suggests an 8+ month improvement.

Strand 6.

Research has shown that metacognition and self regulation improve progress. EEF suggests +8 month improvement.

Strand 7.

EEF research shows behaviour intervention can increase progress by 5+ months.

Strand 8.

Research shows that after schools programmes help with progress. EEF suggests a 2+ month improvement, furthermore, homework in secondary schools can make 5+ months improvement.

7. Additional detail

Our full strategy document can be found online at: www.strichardscc.com/parents/pupil-premium