

Pupil premium strategy statement

1. Summary information					
School	St Richard's Catholic College				
Academic Year	2018-19	Total PP budget	£132, 920 plus £5541.72 (Virtual School/other LA)	Date of most recent PP Review	Jan 2019
Total number of pupils	1020	Number of pupils eligible for PP	158 (as of last census Oct 2018)	Date for next internal review of this strategy	Mar 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 Score Average	0.17	0
Attainment 8 Score Average	45.3	46.3
Key Stage 2 Fine Point Level (Cohort size)	4.6	<i>Not available</i>
% Attaining 9-7 in English (Best) and Maths	13	19%
% Attaining 9-5 in English (Best) and Maths	39%	53%
% Attaining 9-4 in English (Best) and Maths	63%	71%
Progress 8 score average	0.13	0,13
Progress 8 English	0.25	0
Progress 8 Maths	0.17	0
Progress 8 English Baccaulaureate Slots	0.20	0

<i>Progress 8 Open Slots</i>	<i>-0.04</i>	<i>0</i>
<i>% Entering the English Baccalaureate</i>	<i>31%</i>	<i>38%</i>
<i>% Attaining 9-5 in the English Baccalaureate</i>	<i>19%</i>	<i>19%</i>
<i>% Attendance</i>	<i>91.9%</i>	<i>95%</i>
<i>% Persistently Absent</i>	<i>13.5%</i>	<i>10.7%</i>
<i>% Staying in education or entering employment after Key Stage 4</i>	<i>Not available</i>	

3. Barriers to future attainment (for pupils eligible for PP)		
Academic 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 prevent them from making good progress in Year 7.	
B.	Progress gap has not closed between PP and other pupils as expected despite varying strategies	
C.	Numeracy skills are lower for PP than other pupils, which prevents them making above expected progress at KS4	
Additional barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for pupils eligible for PP are 92.8% which is below the attendance for all pupils of 95.67%. PP pupils have a higher rate of absence.	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	Success criteria	
A.	Handwriting and phonic skills improved for PP pupils across KS3	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.
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/data captures, so that 85% or above are making progress over time. Where they are not, departments are putting in place wave 1 interventions, monitored by Subject Leaders and Senior team.
C.	Raising the numeracy skills of pupils.	Year 11 pupils who are eligible for PP, make more progress by the end of the year, compared with the cohort, so that 85% achieve their targets. This will be evident through in-house analysis of data capture points.
D.	Raise attendance of PP pupils to match those of non-PP and reduce the number of pupils identified as persistent absentees.	PP Pupil attendance by end of academic year is 97 % Persistent Absence is reduced to 2.5 %

5. Planned expenditure					
Academic year		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.					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve quality first teaching for Pupil Premium children	PP Pupils make expected or above progress, especially those in KS4 at grades 4 and 5 and 7+	Sutton Trust identifies that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.	Staff INSET/CPD and Performance Development share successful practice regarding feedback and meta-cognition practices and feedback, closing the vocabulary gap Coaching for staff for those who need extra support	PT (Data Manager) ECW (CPD lead) PH (PP lead)	At each profile Following departmental meetings review of data each term

<p>Core subjects: Greater collaboration between Core subjects (Science, English and Maths) to facilitate:</p> <ul style="list-style-type: none"> o Exchange of good practice o Greater analysis of the progress of vulnerable/PP pupils in all three subjects o Greater targeting of interventions 	<ul style="list-style-type: none"> • PP pupils make as much progress as their non-PP peers • P8 for PP pupils meets national average • Percentage of 5-9 grades improves across the Core 	<p>The C4EO identifies that changing teaching practices, through extensive continuing professional development, is the most powerful classroom strategy for closing attainment gaps. In particular, using structured phonics instruction, cooperative learning, frequent assessment and teaching meta-cognitive skills (e.g. 'learning to learn') can significantly raise outcomes. These approaches should be shared and developed across core subjects to see the most progress.</p>	<p>Core meetings to focus not only on pupils but also good practice and strategies</p> <p>Review of interventions which assess impact</p> <p>Focus upon strategy which reduces the vocabulary gap</p>	<p>RJ (Deputy Teaching and Learning Lead)</p> <p>Named staff member from core subjects</p>	<p>January 2019</p> <p>July 2019</p> <p>October 2019</p>
<p>Continue to strengthen the quality of teaching and learning across the school in order that there is sufficient pace and challenge for all pupils</p>	<p>As above</p>	<p>As above</p>	<p>To ensure that challenge is present in all lessons for all pupils including PP</p> <p>To develop T and L strategy that reviews best practice and encourages outstanding practice in the classroom</p> <p>To roll out the revised St Richard's 6 Outstanding Features for Teaching and Learning</p>	<p>PH (T and L lead) RJ (Deputy T and L lead) ECW (CPD lead)</p> <p>LMT</p>	<p>January 2019</p> <p>July 2019</p> <p>October 2019</p>
<p>Development of handwriting programme for pupils</p>	<p>Pupils should be able to produce fluent and legible handwriting at reasonable speed.</p>	<p>Pupils with illegible or poor handwriting achieve on average a grade lower at GCSE. Improving orthography also can have a positive impact on spelling.</p>	<p>'Handwriting without tears' programme is adapted and used with identified pupils to improve accuracy and fluency of handwriting skills</p>	<p>KT K LW JN</p>	<p>At the end of each cohort's intervention</p>

Continuation of Sound Training and its literacy resources in group work and across the whole school	Improved literacy scores, particularly regarding reading ages. Some increase in spelling ages.	Sound training data has shown a marked and rapid improvement in Reading Age scores, by an average of over 2 years. The training of staff and the cascading of some of the skills used by trainers has improved staff literacy knowledge, whilst the use of Sound Training materials in "Literacy Mondays" has helped to make Literacy a whole school focus, and improve pupil skills by "topping up" knowledge that may need refreshing.	Phonic skills developed to improve literacy skills and raise progress across all subjects	JS overall lead, with a team of six Sound trainers.	January 2019 July 2019 October 2019
Initiate use of Bedrock to strengthen vocabulary	This is a vocabulary curriculum which teaches vocabulary explicitly, whilst encouraging reading. Pupils working through this programme will be exposed to new language and with the intention that this will narrow the language gap between pupils and thus enable pupils to feel confident in lesson and ultimately confident in final exams so that they achieve to their full potential.	There is a direct link between a pupil's vocabulary size and their academic achievement. Narrow vocabularies affect pupils' grades. Helping students to improve and widen their academic vocabularies is essential if standards and outcomes are to improve.	All KS3 to be screened in Term 5 and lead by the English department. One of the English homeworks each week is to be set using this tool	Literacy Lead (ERo) and English Department	At end of academic year English department to monitor implementation termly

Sharpen Middle Level Leaders' responsibility and accountability for the consistency of application of PP strategies within their teams	Middle Leaders clearly understand progress made by PP pupils and intervention is more speedily in place. Monitoring is based on data and takes place termly.	Ensuring that PP pupils are a regular focus in departments and the strategies that have been embedded including parental communication, will lead to greater progress and attainment. Where pupils fail to make progress, this can be quickly identified and further actions taken.	Monthly PP booklet to identify which pupils are/not making expected progress in the monthly PP booklet. PP pupils in designated pathways for precision intervention Subject Leader monitoring report to focus upon PP specifically x2 per year. (Adaptation of monitoring report)	PT (Data Manager) PH (PP lead)	At each profile Following departmental meetings review of data each term
Termly data for PP underachievers specific to departments	PP pupils (and other groups) are identified swiftly and greater progress made from pupils' individual starting points PP pupils make as much progress as their non-PP peers		Applying the information from data provided to create action plans which make impact Revise the response to individuals or groups of PP pupils Informed planning and differentiation Greater focus on interventions and impacts through careful analysis e.g. Sound training, data analysis of intervention following results Monitoring of departmental focus enables improved progress for pupils	PT (Data Manager) PH (PP lead)	At each profile Following departmental meetings review of data each term
Total budgeted cost					£38,612
ii. Targeted support					
Action	Intended outcome	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>Raise attendance of PP pupils to match those of non-PP and reduce the number of pupils identified as persistent absentees.</p>	<p>To increase PP attendance from 91.9% to 97%</p>	<p>Attendance research at Cavendish school</p> <p>PP attendance research from Rewards research from St Andrew's school visit.</p> <p>Ian Jungius (Consultant headteacher report) report</p> <p>Attendance newsletter with lessons learned from PP reviews (compiled by Ian Jungius - Consultant headteacher report)</p>	<p>EWO service - increase to a day a week.</p> <p>Implementation of Edulink to enable parents to track their child's attendance. Booking of parents evenings online will encourage all parents to utilise Edulink.</p> <p>Introduction to Edulink talk given to all parents at Yr7 information evening and KS3/4 Ensuring success evenings.</p> <p>Weekly attendance figures emailed to form tutors- HJ to email staff attendance figures weekly to tutors.</p> <p>Attendance conversations between form tutor and pupils under 94%.</p> <p>Attendance boards in every classroom enabling pupils to take responsibility for their attendance.</p> <p>Rewards assemblies to celebrate 97% attendance plus+ resilient attendance.</p> <p>Weekly 30mins pastoral meetings with EWO, Attendance Officer and JAC.</p> <p>Attendance officer to liaise with pastoral leaders on PA cases.</p> <p>Use of attendance TA to collect pupils before break each day.</p>	<p>JAC (Attendance lead)</p> <p>HJ</p> <p>GM (EWO)</p>	<p>December 2018</p> <p>March 2019</p> <p>July 2019</p>
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Raising parental engagement of PP pupils, especially in Yr7, through greater school led engagement	Barriers are overcome and parents feel supported and greater parental engagement is evident	NFER Teacher and Parental Engagement identifies that reported outcomes of increased parental engagement include improved academic performance; improved relationships between parents, teachers and schools; and increased parental involvement in schools.	PP parents are contacted via tutors regularly New rewards system in place which also encourages greater parental contact Contact with Y7 parents following transition	Tutor teams Pastoral leaders PH (PP lead)	Jan 2019 July 2019 October 2019
Total budgeted cost					£45,764
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP champions	<ul style="list-style-type: none"> Current PP/non-PP gap reduces PP pupils make as much progress as their non-PP peers P8 for PP pupils matches non-PP 	One of the most important jobs in each department is the Pupil Premium Champion. Leading the management and delivery of provision for Pupil Premium is a key role and every department needs an effective Pupil Premium Champion to oversee these pupils and their progress as well as optimise strategies.	Three timetabled PP Champion meetings (1 per semester) to focus on WWW/EBI; what are we doing differently and sharing of good practice	PP Champion in each department PH (PP lead)	October 2018 Jan 2019 July 2019 October 2019
Study Support, including: 1 to 1 tuition sessions and booster groups at KS3/4.	Pupils identified in KS3 for extra support with before and after assessment	Evidence indicates that in areas like reading and mathematics one-to-one tuition can enable learners to catch up with their peers. Meta-analyses suggest an average effect size of about 0.4, indicating that pupils might make about 4 or 5 months progress during an intensive programme	Teaching staff will be used to ensure a programme of after-school support takes place across the whole of the academic year. Rewards, prizes, incentives and certificates purchased to motivate and engage pupils even further; also weekend, half term and easter revision programmes for KS4 PP pupils	RJ/TK (Numeracy lead) ERO (Literacy lead)	October 2018 Jan 2019 July 2019 October 2019
Pastoral support programmes	Improved self esteem, resilience, inter-personal skills and	Range of strategies used for pupils from:- support from ESBAS, EAL services	All strategies will be implemented through vetting by the pastoral team and	DB (Vice-Principal)	February 2019

For pupils	ability to cope socially improved	attendance at alternative education provision music lessons laptop support to attend out of school competitions support to attend educational residential trips TA support 1:1 for specific pupils OT support	manager who will look at potential benefits for individual pupils.		
For parents	Improved ability to cope with parenting of children to improve mental health and resilience	Parenting programme delivered to parents (6-week package) with online resources Training to pastoral staff and whole staff around mental health and resilience Group work to teenagers facing exam stress	Pupil and parent voice collated to review implementation of strategy		
Y6-Y7 transition programme as part of Area 3 PP group	PP pupils experience an enhanced transition programme which supports both parent and pupil engagement as well as supporting a literacy focus (which links to other programmes in place - Emotional Health/Sound/Bedrock)	By enhancing the transition to secondary school through the development of relationships with parents and establishment of good study habits, this will enable self-esteem, confidence to build and develop a positive attitude to learning which leads to a reduction in the attainment gap.	More robust monitoring PP group pre and post entry. Earlier identification of PP pupils e.g. on taster days Clear action plan in place and monitored	Transition lead (JGB)	At each Area 3 meeting Deadlines set by Area 3 group
Total budgeted cost					£41,229 (+£1000 Area 3 funding)

6. Review of expenditure

Previous Academic Year		2017-18		
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
A. Improved Year 7 literacy progress	CPD on literacy available for all teaching staff and teaching assistants	Literacy becoming more of a whole school focus with staff across the curriculum. Repeated CPD in staff meetings, inset days and teaching and learning tips focussing on etymology and root words led to more frequent discussions with pupils regarding prefixes/suffixes and recognisable syllables.	Extremely hard to measure impact. Hard to measure the frequency/quality of literacy teaching in other subjects. Whilst book scrutiny might reveal a lack of literacy scrutiny, it would not reveal a discussion on roots of words etc. However, approach will continue and whole school attitude towards literacy as significant across curriculum is improving.	£4253
A. Improved Year 7 literacy progress	CPD on using Sound Training and its literacy resources effectively across the whole school.	<p>Tutors make more regular use of literacy resources in form times, such as Literacy Mondays utilising Sound Training Resources. This is embedded with some tutors, though it is still not consistent with all staff.</p> <p>Staff have a greater knowledge and understanding of Sound Training techniques, and of the resources available on the website. Whilst initial take up was good and the website was well used, this has not necessarily been sustained. However, some teachers, e.g. SC in Science continue to use resources created through the website.</p>	<p>New initiative energy has somewhat dwindled - staff need reminding of the resources available and the benefit/use of them.</p> <p>Data shows literacy support groups were not particularly effective whilst Sound training had greater impact.</p>	Renewal of sound training programme £3100, 3 additional staff trained £1700.

<p>B. Improved rates of progress across KS3 for high attaining pupils eligible for PP.</p>	<p>Continued staff training on high quality feedback alongside growth mindset training</p> <p>Smaller teaching groups.</p>	<p>INSET and CPD allowed staff to develop these strategies including understanding the demands of the KS2 curriculum and the standards pupils are achieving. Departmental monitoring identifies that pupils are achieving but could be pushed further still to achieve the higher grades and this is identified in the numbers of top grades achieved at GCSE.</p>	<p>Further develop links with primary and post 16 transition to understand how to develop pupil attainment. INSET to focus upon feedback, marking strategies to enable pupils to achieve further</p>	<p>Extra periods per week used to teach smaller groups, teacher salary costs £57,000</p>
<p>C. Numeracy skills are lower for PP than other pupils, which prevents them making expected progress at KS4</p>	<p>Numeracy Catch Up for identified pupils, taught in one to one and small group learning. Peer and staff mentoring of Year 11 PP pupils</p>	<p>Very small group numeracy tuition with subject specific TA. We do not feel that this had a significant impact on the performance of the pupils selected. (Year 10)</p> <p>GM completed catch up session during tutor time for a small group of identified pupils. The group had an impact on the motivation of these pupils and led to an increased attendance of PP pupils at other intervention sessions.</p> <p>We had a peer mentoring scheme of year 11 pupils helping year 11 pupils. When attended this worked well but there were issues with attendance in particular a clash with community service</p>	<p>We are looking into the possibility of a similar scheme but run by a more qualified member of staff.</p> <p>Looking to run the same again after the November mock results</p> <p>Need to devise/liaise with other department so that we can free up these key pupils for this intervention.</p>	<p>TA salary £7309. Additional teaching hours £13,220.</p>
<p>D. Increased attendance rate for pupils eligible for PP</p>	<p>Tracking and monitoring of the cohort, as well as, specific individuals linked to achievement</p>	<p>Progress was made with improvement in attendance but the gap was still not closed. Whole school attendance 2017-18: 95% PP attendance 2017-18: 91.9% PA across whole school 2017-18: 10.7% (incidentally pretty good compared to previous years) PA across PP: 13.5%</p>	<p>We need to invest in additional support for attendance from an outside agency to gather extra support and earlier in intervention in KS3.</p> <p>New attendance policy in place to make tutor system more responsive to attendance issues.</p> <p>New rewards systems links to attendance.</p>	<p>£5750 for additional external support.</p> <p>£2500</p>

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
A. Improved Year 7 literacy progress	<p>Sound Training for identified pupils with weak literacy skills and to be taught in small groups.</p> <p>Pupils not following MFL in Yr7 will be involved in Literacy Support lessons instead.</p> <p>Reading Buddies chosen from Years 9 & 10 to work with weaker readers</p>	<p>Sound training showed 95% improved their standardised score.</p> <p>Data shows literacy support groups were not particularly effective whilst Sound training had greater impact. However, the impact is difficult to measure in terms of reducing stress and workload from MFL for weaker pupils.</p> <p>Improved confidence in reading and provided good leadership opportunities for older pupils. Peer to peer reading also helps to create a “culture” of reading, promoted by pupils rather than teachers.</p>	<p>Can be difficult to organise and maintain consistency with Sound Training groups, with 50 minute lessons making it particularly difficult for Sound Trainers to stick to prescribed tasks. Number of sessions moved from 6-7 to accommodate this. Staff changes and changes in staff timetables have also proved a challenge.</p> <p>The approach will continue as the impact is not always tangible. The decrease in workload and associated stress is something that pupils in literacy support speak about in positive terms, though the effect of this may not be measurable.</p> <p>Certainly will continue. Some of those who “avoid” literacy and reading tend to be the ones who forget about their weekly peer-to-peer reading. This can be avoided with repeated follow up and by careful pupil pairings.</p>	£17,320

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
C. Increased attendance rates	<p>Attendance Officer monitors pupils and follow up quickly on non-attendance. First day response provision. Pastoral TA employed</p>	See section on p11	See section on p11	£8,135

	to visit persistent absentees and close liaison with referral services			
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7. Additional detail

Other additional costs for PP pupils:-

Bus fares, taxis, revision guides, breakfast food, textbooks, uniform, coat, equipment, laptop x 2, train tickets and trips cost £9132.

Counselling/careers advice to pupils £3802

Revision sessions for KS4 - Easter break £900

Interpreter services £630

TA support for dance

