

Pupil premium strategy statement

| 1. Summary information | | | | | |
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| School | St Richard's Catholic College | | | | |
| Academic Year | 2019-20 | Total PP budget | £132, 920 plus £5541.72 (Virtual School/other LA) | Date of most recent PP Review | Oct 2019 |
| Total number of pupils | 1030 | Number of pupils eligible for PP | 157 (as of Oct 2019) | Date for next internal review of this strategy | Mar 2020 |

| 2. Current attainment | Pupils eligible for PP | Pupils not eligible for PP |
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| Progress 8 Score Average | -0.48 | +0.45 |
| Attainment 8 Score Average | 44.1 | 55.7 |
| Key Stage 2 Fine Point Level (Cohort size) | 4.9 | 5.0 |
| % Attaining 9-7 in English (Best) and Maths | 11 | 27 |
| % Attaining 9-5 in English (Best) and Maths | 41 | 62 |
| % Attaining 9-4 in English (Best) and Maths | 59 | 81 |
| Progress 8 score average | -0.48 | +0.49 |
| Progress 8 English | -0.48 | 0.20 |
| Progress 8 Maths | -0.54 | 0.35 |
| Progress 8 English Bacculaureate Slots | -0.43 | 0.60 |
| Progress 8 Open Slots | -0.67 | 0.46 |
| % Entering the English Bacculaureate | 48 | 74 |

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| % Attaining 9-5 in the English Baccalaureate | 37 | 69 |
| % Attendance | 93.08% | 96.41% |
| Persistently Absent (numbers of pupils) | 21 of 864 (Y7-10) | 56 of 864 (Y7-10) |
| % Staying in education or entering employment after Key Stage 4 | | |

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| 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 and numeracy 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. | | |
| 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 consistently lower (92%) which is below the attendance for all pupils PP pupils have a higher rate of absence. | |
| 4. Intended outcomes (<i>specific outcomes and how they will be measured</i>) | | Success criteria |
| A. | 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. |
| B. | Raising the literacy and 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% |

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| | | achieve their targets. This will be evident through in-house analysis of data capture points. |
| C. | 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. Review of expenditure | | | | |
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| Previous Academic Year | | 2018-19 | | |
| 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 (total budget £38,612) |
| A. PP Pupils make expected or above progress, especially those in KS4 at grades 4 and 5 and 7+ | To improve quality first teaching for Pupil Premium children 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 | Each Subject Leaders meeting had a focus on Pupil Premium and strategies to support. Learning walks by LMT and Subject Leaders focused upon standards of teaching. Any concerns immediately picked up and discussed in liaison with subject leader and support provided as appropriate. INSET days and twilights focus on pedagogy and quality of teaching and learning. Weekly teaching and learning tip to highlight areas of development linked to the theme of the term. | PP does have a higher profile although there are still a number of pupils who do not make progress and this does not change as they move through the school. Intervention needs to be earlier and strategies to support. Teaching and learning themes need to avoid focusing on 'extra' but returning to the basics and link to the St. Richard's 6 features of outstanding learning. Teaching and learning needs to have a higher profile with all staff taking on reading of educational literature to improve practice and to discern this through performance development. | |

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| <p>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> | <p>Core subjects: Greater collaboration between Core subjects (Science, English and Maths) to facilitate:</p> <ul style="list-style-type: none"> ○ Exchange of good practice ○ Greater analysis of the progress of vulnerable/PP pupils in all three subjects ○ Greater targeting of intervention | <p>PP gap was much larger than previous at 0.9 compared to 0.45 -0.50 for the previous 2 yrs. Prior attainment was similar to non pp so progress was worse. persistent absence was a factor</p> <p>Meetings held with Subject Leaders of core subject termly to review progress and develop strategies</p> <p>Case studies completed to understand progress and learn lessons</p> | <p>Crossover results between English and Maths were not as good as expected, therefore there is now a fortnightly meeting organised between Principal, Data Lead and Subject Leaders for English and Maths to discuss key pupils and strategies for improving progress.</p> | |
| <p>A. 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>Pupils made improvements in legibility and speed. They did not always generalise their new style into lessons as they were worried about keeping up. Some pupils only had one session per week and this makes progress much slower. K LW and J N have taken a large group between them but their timetable only allows one session pw. Rooms can be a barrier to access.</p> | <p>The intervention must be twice per week. Baseline assessment is undertaken but this could be formalised using the Detailed Speed of Handwriting test. Touch typing could be taught in tandem. We are not reaching as many pupils as we would like to.</p> | |
| <p>Initiate use of Bedrock to strengthen vocabulary</p> | <p>Pupils' vocabularies widen and language gap narrows.</p> | <p>Bedrock Vocabulary data is showing a significant impact on narrowing pupils' vocabulary gap. The scheme has only been running for two whole terms It is improving their spelling and reading of fiction and non-fiction texts. Pupil Premium pupils and SEN pupils are making the most progress.</p> | <p>Impact of Bedrock Vocabulary is showing an improvement. Class teachers and myself will continue to monitor data shared by Bedrock every month. Data shared by Bedrock can focus specifically on PP pupils so tracking and monitoring their progress is efficient. An action for the English department will be to further embed Bedrock Vocabulary into schemes of learning and build on that vocabulary in lessons so Bedrock becomes a part of lessons rather than just for homework.</p> | |
| <p>Sharpen Middle Level Leaders' responsibility and accountability for the consistency of application of PP</p> | <p>Middle Leaders clearly understand progress made by PP pupils and intervention is more speedily in place. Monitoring is based on</p> | <p>The strategy was much improved across the college but the focus was not only Y11 and therefore impact measurements are internal only. Profile analysis has demonstrated a decreasing gap between pp and non pp. Tailored interventions have shown impact in case studies completed</p> | <p>These strategies will therefore continue via pp champion meetings so as to have impact but not increase workload or replicate data</p> | |

| strategies within their teams | data and takes place termly | | | |
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| 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 (£45,764) |
| Raise attendance of PP pupils to match those of non-PP and reduce the number of pupils identified as persistent absentees | <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</p> | <p>EWO has had a positive impact on attendance figures, however we only utilised the service for half a day per week.</p> <p>Implementation of Edulink has been invaluable to improve communication between school and home. Pupils and parents are able to check attendance of their pupils, liaise with the attendance officer and provide evidence for absence.</p> <p>This has been completed at all evenings. JAC has led Q+A sessions with parents, and parental focus group feedback has been received and acted upon.</p> <p>HJ has emailed out weekly attendance figures to all staff- Tutors action by rewarding pupils with 100% attendance each week and (7%+ attendance for the term.</p> <p>Tutors are having conversations with tutees and are recording them on Edulink</p> | <p>We have looked at the possibility of increasing to 1 day per week- We have decided instead to go with 1 day per fortnight as this gives the EWO a full day in school</p> <p>We will continue to utilise Edulink and more of its features as the software becomes more sophisticated- Staff parents and pupils are using the system effectively in the majority of cases.</p> <p>We will continue to do this for Y7 pupils and new parents will be given a user guide to Edulink and its features.</p> <p>This will continue to happen- we have made slight adjustments to the system to include House attendance figures to encourage pupil attendance. These are then shared with pupils.</p> <p>Tutors to continue to have and record attendance conversations with pupils below 94%</p> | |

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| | <p>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>Attendance boards are common place in all classrooms and are being utilised weekly</p> <p>We tried to implement, however due to the nature of the assembly it was decided to give rewards out in year assemblies</p> <p>Weekly meetings took place between the three parties-good liaison between EWO and Attendance Officer and Pastoral Leads through persistent absence spreadsheet lead to effective communication channels</p> <p>See above</p> | <p>The boards have become more inventive this year with pupils taking ownership of them; there has had to be some amendments due to GDPR with pupils faces and names on show. House assemblies have been introduced instead to give pupils information on how their House is doing and how they can improve their attendance/ housepoints totals</p> <p>Meetings continue to take place on a bi-weekly basis with EWO and JAC. JAC and HJ meet weekly.</p> <p>PA Spreadsheets are emailed out weekly and PLs add comments and make referrals to EWO</p> | |
| <p>Raising parental engagement of PP pupils, especially in Yr7, through greater school led engagement</p> | <p>PP parents are contacted via tutors regularly</p> <p>New rewards system in place which also encourages greater parental contact</p> | <p>Tracking of parental engagement for PP families started in March with Year Six tours taking place. This continued in Term 1 at the 'transition evening' and 'coffee drop-ins'.</p> <p>Contact with PP parents also takes place using school comms.</p> <p>Tutors are pro-active in contacting PP parents with any attendance concerns and all PP pupils are discussed/ actions at pastoral year team meetings. After Year</p> | <p>There is still work to be done here and tracking of PP engagement is a crucial area. At the end of the academic year I will evaluate the impact of our strategies and look at other schools' approaches to this area.</p> | |

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| | Contact with Y7 parents following transition | <p>Seven consultation evening takes place, as a Year Team we divide up any PP parents who do not attend and make contact.</p> <p>The new rewards system has greatly increased engagement, especially via edulink.</p> | | |
| 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 (£41,229 +£1K Area 3) |
| PP Champions | Three timetabled PP Champion meetings (1 per semester) to focus on WWW/EBI; what are we doing differently and sharing of good practice | 3 meetings held focusing upon roles and responsibilities and themes such as raising profile in departments, changing approach to support, 'stuck' pupils, and attendance. | <p>Attendance by all departments was not always complete but all staff identified the vital role of the meeting to raise the profile.</p> <p>2019-2020 - meetings to continue but termly (x6) and for one hour after school. Meeting to focus on 'stuck' pupils, strategies to support and to track how they make progress</p> | |
| Study Support, including: 1 to 1 tuition sessions and booster groups at KS3/4. | 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 | Lower ability pupils targeted with this accelerated reading programme, ordered by reading age but with a priority on PP pupils where possible. Average reading age gain of around 7.6 months in around 7 weeks. Some higher attaining pupils made huge improvements, including a 77 month jump. Of all the pupils tested, there were only 6 who failed to make any progress at all. | Whilst the school-wide resources are dwindling in use, the strategy focusing on small groups of four clearly leads to improvement in reading age scores in the short term, though this is hard to monitor and measure long term. Approach in 2019/20 will certainly continue as both staff and pupil feedback is good, with clear, measurable improvements in attainment. JS to introduce some further testing after a longer period of time to monitor how well the learning is sustained. | |

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| | programmes for KS4 PP pupils | | | |
| Pastoral support programmes | <p>Range of strategies used for pupils from:- support from ESBAS, EAL services 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</p> | <p>The school bought into ESBAS traded services for `1 day a week support. The majority of pupils who benefitted from this targeted intervention, which included advice/support for the whole family, were PP. ESBAS is target orientated and closing reports, in almost all cases, showed marked improvement of behaviour/attendance.</p> <p>SABDEN alternate provision, through a full-time PFL placement, was provided for 2 PP pupils. Sadly impact was very poor despite strong multi agency work (including social services, YOT & ESBAS). Both pupils are benefiting from NEET support.</p> <p>The providing of dongles (internet access) and laptops (where appropriate) alongside the provision of PREP Club and PREP Club Plus was positive in not only supporting key pupils to work and revise independently but in supporting a levelling amongst their peers - in particular reference of the many online resources made available by the school.</p> <p>The enriching experiences of day and residential trips both home and abroad clearly helped pupils build social capital and raise aspiration.</p> | <p>Limitation here was simply time implications. ESBAS were able to hold case loads of 8 pupils at a time but the need is much higher. Following on from a successful bid to the Virtual School for funding which is then supplemented through PP funding, a full time Pastoral Support Manager has been employed. Careful and thorough recruitment has provided a strong practitioner with a range of skills and experiences in youth work, attendance, emotional well-being and risky behaviours who is now working actively with several of our 'stuck' PP cases to improve attendance and engagement in school.</p> <p>The school has researched a wider number of AP providers and spent greater time matching up the pupil with the appropriate course and in collaboration with SEN and the pupil's additional needs plan. Whilst this is now a much higher financial need, pupils in year 11 are much better placed to make progress and be able to successfully move into post 16 provision.</p> | |

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| | <p>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</p> | <p>Strong investment in SEN to include a regular OT, school counsellor (3 days a week), Speech and Language practitioner and so on showed impact, not only in pupils' well-being and resilience but in their end of year grades.</p> <p>The school invested in the pilot programme of the parent support group through Action your Potential (neuro- science). There was targeted phone calls by the facilitator, followed up with texts and emails to PP pupils - this showed some progress in terms of PP parent participation and is an agreed action of 2019-2020 Staff, and in particular pastoral/SEN staff, have had their knowledge of SEMH needs strengthened from the CPD on offer in the pilot.</p> | <p>Outside agency support to continue alongside greater use of services such as CLASS. This year the school is involved in the Anna Freud research project to improve pupil well-being, resilience through interventions at form time and through PSHE. Educational Psychologist is being employed to run anxiety workshops with targeted pupils ahead of exams. New Pastoral Manager is running resilience workshops for KS3 pupils this year.</p> <p>The school is continuing with this programme - inset is being extended to Subject Leaders. Pastoral team are working on a project of 6 CPD sessions. The facilitator for the company is being asked to track PP parent attendance and to focus on working with our hard to reach parents to ensure they are benefiting from the workshops offered. The facilitator is also working with a small number of parents whose pupils are Persistent Absentees to improve their attendance.</p> | |
| <p>Y6-7 transition programme as part of Area 3 PP group</p> | <p>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)</p> | <p>Information on PP pupils is initially sought within the Year Six Primary school profiles sent in March. From this initial information families/ pupils are highlighted as a priority for the transition programme. The Area 3 project aim was to raise parental engagement, support resilience in Year 6 which in turn would raise attendance, lower negative behaviour and enhance a sense of belonging to their new school. The programme would continue in Year 7 with Bedrock being introduced to develop literacy skills. The Area 3 programme 'Building Future Heroes' was meant to be across the whole Area 3 group. Sadly, not all secondary schools or feeder schools took part. Attendance at Andrew Wright's 'well-being' seminars</p> | <p>The main 'lesson learnt' is that trying to hold all Area 3 seminars together doesn't work. If we were to do anything similar it would be just at St Richard's for St Richard's pupils. Any funding would be used in this way and could be held as part of the transition evening run by JGB.</p> | |

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| | | <p>was poor for other schools. However, the St Richard's cohort was much stronger and was by far the greatest group to attend seminars. This was enhanced in the 2nd week of term with a 'transition evening' for all parents which had over 250 parents in attendance. Of that 50% of the PP cohort were present. At present it is too early to see any impact in terms of attendance, resilience or academic progress. This will be monitored throughout Year Seven.</p> | | |
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6. Additional detail

Other additional costs for PP pupils:-
 Bus fares, taxis, revision guides, breakfast food, textbooks, uniform, food tech/tech resources, equipment, laptop, train tickets and trips cost £8663.

Counselling/careers advice to pupils £3423

Revision sessions for KS4 - Easter and May half term break £824.36

TA support for dance £62.46

Music lessons ESCC- £643.20

1:1 for GCSE music support £1501.54



