

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	St Monica's R.C. High School				
Academic Year	2017-18	Total PP budget	£186,875	Date of most recent PP Review	25.04.17
Total number of pupils	1136	Number of pupils eligible for PP	211	Date for next internal review of this strategy	Jan 2018

2. Barriers to future attainment (for pupils eligible for PP) ←	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Low aspirations of some PP students which links to limited progress
B.	Staff awareness of pp students and their individual needs.
C.	Behaviour issues for some PP students which leads to exclusions which then impacts on their academic performance.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental Engagement

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved rates of progress and attainment across KS4 for PP pupils (particularly in maths).	The gap between pp and non pp students in the 2018 GCSE results has diminished significantly from 2017. Where students aren't making progress, interventions are put into place by Heads of Department and monitored by SLT.
B.	All staff aware of who the PP students are in their classes and how best to differentiate for them. Best practice to be shared across department areas.	Seating plans to be annotated with differentiation strategies for PP students. Evidenced by lesson observations and resulting in better progress for the PP students.
C.	Exclusion rates for PP students to have decreased.	Fewer exclusions and permanent exclusions recorded for PP students. Behaviour interventions in place to target and help reduce poor behaviour. The TRUST unit to be used more strategically to avoid escalation to exclusion.
D.	Improved links with parents of P.P. students	Improved attendance from PP parents at parents' evenings. Strategies in place to engage with PP parents further in order to understand their child's barriers to learning better.

4. Planned expenditure

Academic year	2017/2018
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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?
Good/outstanding teaching for all	Staff to differentiate accordingly for P.P. needs within their groups. Differentiation twilight INSET to take place in the first half term of 2017/2018	Research indicates that high quality first teaching disproportionately benefits disadvantaged children (linked to EEF research).	Lesson observations. Seating plan annotations. SLT learning walks.	GW/JOB/CF	Lesson observation cycles. Data drops points for each term.

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?
Continued improved progress of PP students in maths at GCSE.	Maths Tutor Trust. Targeted small group interventions with the Head of Department.	Such interventions worked with the GCSE pupils last year which meant some improvement in the performance of PP students.	HOD ensure registers are taken and analyse mock to ensure P.P. underachievers are in the scheme. Tracking analysed to monitor progress and impact.	Maths HOD	Routinely analysed after each tracking period. Mini assessments to be completed to measure impact and progress.
Support underachievers earlier	HOD Review P.P. Progress 3 times per year. Bidding system for staff to access PP funds.	Best practise shared from All Saints Catholic College Huddersfield who won a P.P. award. E.E.F research states that early interventions have more impact.	HOD to meet with their staff to assess the impact of their interventions. SLT to discuss PP in line manager meetings.	HOD/SLT	After each data drop
Year 11 PP students to be better supported in preparing for their GCSE exams.	Live 'N' Learn sessions for year 11 pp students.	This intervention was used last year with some success.	CF/PG to ensure that follow up activities and pupil questionnaires take place so that we can see that pupils are putting the revision strategies in place.	CF/PG	After November mock exams. Follow up sessions to delivered later in the school year.
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?
Improved engagement and progress from KS3 students.	PP mentoring for underperforming students.	Discussed as a strategy during PP review in April 2017 – conducted by Daniel Sobel (Inclusion Expert).	Carefully select/induct staff as mentors. Regular reviews of implementations. Pupil voice.	PG	November 2017 assessment drops.
Ensure smooth transition for PP students who enter in year 7.	City Wise mentoring project.	EEF Toolkit suggests that transition and mentoring projects promote improved engagement and attitude to school.	Pupils carefully selected and targets set from pupils' individual needs. CF to attend sessions to monitor, evaluate and ensure quality delivery.	CF	After each half term with the lead from City Wise. This will link in to a review of the next half term's delivery.

Increased parental engagement for PP students' families.	Hold regular workshops for identified parents/families to plan support and review progress. Begin the process of co-authoring Personal Support Plans with pupils and their families earlier in their school career.	Discussed as a strategy during Behaviour Support Review in May 2017 – conducted by Michael Purches (Inclusion Expert).	Parents and families can articulate what their child's additional support is and the impact it is having.	GW	
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Previous Academic Year:(2016/2017)			
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)
Improve progress for P.P. students	Twilight about effective T&L strategies from the E.E.F.	PP students are still not making the same progress as their peers. The average P8 score for all students was -0.523 whilst the average P8 score for PP students	HOD's and subject teachers need to analyse subject specific data at each data drop and intervene earlier.
	Targeted intervention from departments.	Was -0.859	SLT to ensure departments are scrutinising data effectively and differentiation/ intervention takes place earlier. Parental contact/engagement needs to be improved.
Improved progress for P.P. students in Maths	Maths Tutor Trust. Regular Revision Sessions	The percentage of P.P. students achieving the grade 4 pass and above in maths is up 7% on the previous year.	The intervention has clearly had some impact but there is still some work to do yet in this area so it will continue to be a focus for next year. We will use this in 2017-18 along with peer coaching as per the EEF guidance.
Improved preparation for GCSE	Live 'N' Learn mind set workshop. Revision Packs.	A comparison of progress 8 scores in the November and March mock exams showed that 75% of pupils improved their overall progress 8 score with 12.5% of pupils going from negative progress 8 scores to positive. However, in the actual GCSE exams overall, the PP students' progress 8 score (on average) sat at -0.859 which shows that much work still needs to be done.	Live 'N' Learn clearly had an impact on improving the students' P8 scores between the two mock exams so will be used next year. The first session will run earlier next year though and more follow up sessions will be used to monitor how effectively students are using the materials.