

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	St Monica's R.C. High School				
Academic Year	2018-19	Total PP budget	£180,960	Date of most recent PP Review	25.04.17 (external) October 2018 (internal)
Total number of pupils	1118	Number of pupils eligible for PP	196	Date for next internal review of this strategy	September 2019
Progress 8 average 2017/18 for disadvantaged students.	0.02	Progress 8 average 2016/17 for disadvantaged students.	-0.64		

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.	Continue to build on the positive improved rates of progress and attainment across KS4 for disadvantaged pupils (particularly in maths). Ensure that there is also an improvement in progress and attainment for disadvantaged pupils at KS3.	The progress of disadvantaged students in the 2019 GCSE results will at least match the positive progress 8 score of their 2018 peers. 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 disadvantaged students are in their classes and how best to differentiate for them. Best practice to be shared across department areas.	Teachers habitually put in place differentiation strategies for disadvantaged students. Evidenced by SLT and HOD learning walks and work scrutiny. This will result in positive progress scores for the disadvantaged students across each year group.
C.	Exclusion rates for disadvantaged students to have continued to decrease.	A continued downward trend will be seen for exclusions and permanent exclusions recorded for disadvantaged students across all year groups. 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 disadvantaged students	Improved attendance from disadvantaged 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	2018/2019
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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. Twilight INSET sessions to take place in the first half term of 2018/2019 on: Differentiation/ Behaviour for Learning/ Effective Feedback	Research indicates that high quality first teaching disproportionately benefits disadvantaged children (linked to EEF research).	Lesson observations. Seating plan annotations. SLT/HOD learning walks.	MBr/CF	Lesson observation/Learning Walk cycles/work scrutiny 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 disadvantaged students in maths at GCSE (especially girls).	Continually analyse data and put in targeted small group interventions. Revision cards provided for disadvantaged students in year 9,10 and 11.	Such interventions worked with the GCSE pupils last year which meant some improvement in the performance of Targeted small group interventions. 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 as per the data analysis form. Bidding system for staff to access PP funds.	E.E.F research states that early interventions have more impact. Last year's progress 8 score for disadvantaged students was positive: 0.02 and the progress of disadvantaged students in other year groups showed an upward trend.	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 disadvantaged 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 much 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?
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.
Exclusion rates for disadvantaged students	Twilight INSET sessions to take place in the first half term of 2018/2019 on:	EEF/ research suggests positive behaviour for learning climate reduces	Through learning walks ensure that a positive behaviour for learning climate is embedded in classrooms	GW	Half termly HOD and SLT learning walks.

to further decrease from 2016/17.	Differentiation/ Behaviour for Learning. Extended use of the TRUST unit (internal exclusion for early intervention work).	the number of exclusions/behaviour incidences. Early behaviour interventions have had a positive impact on reducing exclusion figures in the previous academic year.	through the school's '5 Non Negotiables'. Ensure trained pastoral support staff are manning the TRUST unit to ensure effective implementation of interventions.		Analyse follow up data (half termly)for internal/external exclusions to ensure impact.
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Previous Academic Year:(2017/2018)			
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)
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	Differentiation, as evidenced by learning walks, work scrutiny and lesson observations is much better for all students. This is evidenced by improved progress for both PP and none PP students. The 2017/2018 GCSE exam results showed that the progress 8 score for all was -0.05 (up from -0.25 in 2016/17). The progress 8 score for disadvantaged pupils was actually above that of all, at 0.02 (up from -0.64 in 2016/17). Data for groups lower down the school shows a similar trend.	This focus will continue in the current academic year (18/19) as it has clearly had an impact. Scheduled learning walks have been planned for PP students at key points in the year.
Continued improved progress of PP students in maths at GCSE.	PETxi intervention with key PP year 11 students. Targeted small group interventions with the Head of Department.	In 2016/17 the average maths progress 8 score for all was -0.633 and for disadvantaged students was -0.884. In 2017/18 the average maths progress 8 score for all was -0.325 and for disadvantaged students was -0.341. Both the progress 8 score for all and disadvantaged has improved and for disadvantaged, it has improved more significantly: placing those disadvantaged students' progress in maths broadly in line with the progress of all.	Though this intervention, along with a more focused approach to tracking disadvantaged students across the school, did have some positive impact, the cost was significant. Other interventions will be explored for the next academic year. Maths progress, though improved, still needs to be a key focus area.

Support underachievers earlier	HOD Review P.P. Progress 3 times per year. Bidding system for staff to access funds.	The 2017/2018 GCSE exam results showed that the progress 8 score for all was -0.05 (up from -0.25 in 2016/17). The progress 8 score for disadvantaged pupils was actually above that of all, at 0.02 (up from -0.64 in 2016/17). Data for groups lower down the school shows a similar trend. This proves that strategies put in place lower down school to support these PP students earlier are beginning to bare fruition.	This approach will definitely be continued in 2018/19.
Year 11 PP students to be better supported in preparing for their GCSE exams.	Live 'N' Learn sessions for year 11 pp students.	The 2017/2018 GCSE exam results showed that the progress 8 score for all was -0.05 (up from -0.25 in 2016/17). The progress 8 score for disadvantaged pupils was actually above that of all, at 0.02 (up from -0.64 in 2016/17). This intervention, and others, clearly had a very positive impact on preparing students for their exams, resulting in a positive p8 score for disadvantaged students.	This approach will definitely be continued in 2018/19.
Ensure smooth transition for PP students who enter in year 7.	City Wise mentoring project.	Transition for year 7 students was positive, as evidenced through improved attendance data for disadvantaged pupils in year 7, standing at 95.2% in the summer term (up from 92.7% for the previous year 7).	This mentoring scheme works well and will be continued next year. Analysis of this year's project has indicated that the better links to mentoring and setting targets after the students' key tracking points has had an impact so will be continued as an approach next year, with some further tweaking.