

Newman Catholic School: Pupil premium strategy statement (secondary)

1. Summary information					
School	Newman Catholic School, Carlisle				
Academic Year	16/17	Total PP budget	£178,863	Date of most recent PP Review	Jan 2015
Total number of pupils	559	Number of pupils eligible for PP	193	Date for next internal review of this strategy	Nov 16
2. Current attainment					
		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)		
% achieving 5A* - C incl. EM (2015-16 only)		35.9% NA 2015 PP 36.7%	70.2% (2016)		
% achieving expected progress in English / Maths (2015-16 only)		51.3%/38.5% NA 2015 58.6%/49.6%	75.8% / 73.4%		
Progress 8 score average		-0.65	0.12		
Attainment 8 score average		35.91	52		
3. 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.	Literacy skills of students are not always well developed across subjects, as identified by Ofsted Feb 2015.				
B.	Aspirations of our students, rising to the challenge of aspirational targets.				
C.	The achievement of PP students in all subjects but in particular English and Maths compared to their peers. 2015-2016 Maths gap 26.5%, English 24%.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Pupil premium attendance was 91.4% in 2015-16 compared to their peers 95.2% from September to Easter, gap of 3.8%. This reduces the learning hours for these students across the year and has a detrimental effect on their achievement.				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)				Success criteria	
A.	Literacy skills across the school improve, enabling students to access exam papers.			PP attainment improves.	

B.	Provide opportunities for students to visit universities, listen to guest speakers, take part in trips and visits, and have access to structured careers advice.	An improvement seen in attendance figures and attainment.
C.	Whole school focus on reducing the gap. Aim for good teaching for all students across all departments.	Internal data will show the gap reducing throughout the year.
D.	Increased attendance rates for pupils eligible for PP. PP attendance last year was 91.45%. Reduce the number of PP PA.	Reduce the attendance gap by a further 10% to 3.4%.

5. Planned expenditure

Academic year

2016-2017

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?
1. Improve the literacy across the school	a) Literacy slides for all students in a rolling program throughout the year. b) A new marking policy, Dec 2016. c) Literacy group set up involving staff from different departments. d) Marking inset for targeted staff Dec 2016 by NTS.	Literacy was identified in the most recent Ofsted report as being an area to develop. Students will be more able to access exam papers and lesson content with improved literacy skills.	Learning walks during the required lesson that week, feedback being given to each department head. Book monitoring, feedback given to individual teachers and department head. Follow ups for books not of the desired standard. Literacy group to offer inset training where necessary.	SFO	Jan 17

2. Whole school teaching and learning	<p>a) Collaboration with NTS on improving teaching and learning.</p> <p>b) Coached lesson observations, further developing teacher courses, inset delivery on marking and kagan style teaching, possible merger of teaching and learning groups.</p>	<p>If we develop the skills of our teachers then all of our students' experiences in school will improve, leading to an improvement in their attainment.</p> <p>EEF documents feedback as having a high impact, so developing the marking skills of staff could have a big impact on the pp students.</p>	<p>Regular meetings with LP from NTS to coordinate the collaboration.</p> <p>Arrange dates for the developing teacher program.</p> <p>Arrange for examples of good marking for each department from NTS.</p> <p>Arrange possible dates for marking inset – 7th Dec and which staff would need to attend.</p>	LEL	Jan 17
3. Whole school teaching and learning	<p>a) Develop our teaching and learning group, with the possibility of merging our teaching and learning group with NTS.</p> <p>b) Staff to gain training from NTS or Our Lady's on coaching, marking, challenge, differentiation.</p> <p>c) The department to work with specific staff needing support as lead specialists.</p>	<p>EEF documents that improving the teaching and learning across the school will improve the attainment of the pp students.</p>	<p>Bring the teaching and learning group back together and form a department – Dec 2016.</p> <p>Meeting minutes for each meeting.</p> <p>Planning in place for the teaching and learning briefings, and for the inset on subgroups for next year.</p>	LEL	Jan 17.
					Costs to be confirmed
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?

<p>4. Improved achievement in English</p>	<p>a) Full time HLTA to work with targeted groups of individuals. b) Addition of extra set across all Key Stages. c) A sixth set in Y10.</p>	<p>EEF suggests that small group tuition is effective at making progress +4. The evidence suggests that group size should be six or less.</p>	<p>Timetable for HLTA to be re-designed to make effective use of all time available. Individuals to be highlighted based upon assessment each term. Schemes of work for intervention to be put into place. Progress of these selected students to be analysed each assessment to see impact. Lesson observation/learning walk to see intervention groups are working effectively. Will be on the agenda of English and Maths meetings, recorded on minutes.</p>	<p>CLT/JMB</p>	<p>Half termly in LM meetings</p>
<p>5. Improved achievement in Maths</p>	<p>a) Part time HLTA, hours to increase after Jan 17. b) Addition of extra set.</p>	<p>EEF suggests that small group tuition is effective at making progress +4. The evidence suggests that group size should be six or less.</p>	<p>Timetable for HLTA to be re-designed to make effective use of all time available. Individuals to be highlighted based upon assessment each term. Schemes of work for intervention to be put into place. Progress of these selected students to be analysed each assessment to see impact. Lesson observation/learning walk to see intervention groups are working effectively. Will be on the agenda of English and Maths meetings, recorded on minutes.</p>	<p>KLC/ACM</p>	<p>Half termly in LM meetings</p>
<p>6. Improved achievement of PP students.</p>	<p>a) Staff receive individualised booklets for high ability PPs following each assessment showing strategies to use and progress of students compared to their meps.</p>	<p>Highlighting the high ability students to staff, both teaching and subject leaders will increase the focus on them.</p>	<p>Booklets to be produced after each assessment – VW.</p>	<p>LEL</p>	<p>Half termly.</p>

7. Improved achievement of PP students.	a) SLs can bid for specific strategies within their departments.	Allow Subject Leaders some flexibility with their approach to PP student progress.	This will be dependent on the bids and if they are successful.	LEL	Dependent on bids.
8.	b)				

Total budgeted cost Min £93,954

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) Raise aspirations	a) Memory matters workshop 28 th September for Y10. b) Working with CSLC group on joint trips, visits, seminars this year. c) Targeted careers advice for PP students.	We want to increase the motivation of our students, aim for them to have goals, think carefully about their futures and see that there are many different opportunities for them.	Collaboration with the CSLC to deliver different activities. Careers guidance being tailored to the students' needs JBR. Feedback from the students on how they viewed each event.	LEL/JBR	Nov 16
d) Increased attendance rates	a) Attendance officer monitors attendance of all pupil but has a target list of the high ability PP and those who are	If students are missing school it is unlikely that achievement for them will increase.	Monthly meeting with attendance officer and LEL, weekly review to all of slt.	C Armstrong	Jan 17

	<p>underachieving, first day contact, home visits, and SAM days.</p> <p>b) We have recently subscribed to the Behaviour Online Programme for the next academic year 2016-17, which provides a huge range of resources designed to make pupils think about the impact of their behaviour.</p> <p>c) Student support officer</p>	<p>EEF toolkit suggests that behaviour intervention is effective at making progress.</p> <p>A new behaviour for learning system has been put in place since May 2015 and is firmly embedded.</p> <p>This allows our most vulnerable students someone to turn to, in turn increasing their attendance at school.</p>	<p>CBO to work with PC and SW to review the students who are consistently being placed in isolation, track those who have gone through the mentoring program to see if it is reducing the number of times they are being referred out of their teaching classrooms. Learning walks could be used to observe these students in classrooms.</p> <p>JOB to make a log of who she sees and the outcomes, this will also show what the percentage of total students she works with are PP.</p>	<p>CBO</p> <p>ACM</p>	<p>Half termly report to slt.</p> <p>Half termly report to ACM/LEL.</p>
Total budgeted cost					Min £72,340

6. Review of expenditure				
Previous Academic Year		2015-2016		
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)	
Improve achievement in English and Maths	Extra set given in KS4 HLTA	Smaller groups definitely provide the students with extra teacher support and improve overall progress. Mixed impact: HLTAs have both been used in the department but not necessarily having the impact desired. Maths PP attainment increased from 23.7%-42.1% during the academic year.	Extra sets will continue, although the direct impact they have is hard to measure. HLTAs timetables have to be more rigorously monitored and the students they work with highlighted using the latest assessment data to show the actual impact made. This strategy will continue but there will be more control over their timetable and use.	
Fund booster classes after school	Staff were able to offer incentives.	Low: Four PP students earned money from their prom ticket by attending after school revision.	Look closely at the timetable for after school revision and the involvement of parents.	
ICT investment to ensure all pupils have access to modern technology	Computer rooms with brand new equipment are on offer at lunch and after school.	High: Good attendance at lunchtimes: mainly KS3 students.	Next step – offer Microsoft Office Specialist Qualifications to all students at KS4, additional focus on PP students in Y9. Hope to offer additional access to PP parents.	
ii. Targeted support				Overall cost min £96,894
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)	
Behaviour inclusion worker to support behaviour	Behaviour inclusion workers mentor students' repeatedly in isolation.	Since the start of the program there has been a reduction in pupil premium students being isolated. At end of the autumn term, 214 days had been accrued by our pupil premium pupils in Isolation. Following the inception of the programme in the spring term, the figure had dropped almost by half to 124 days by the end of the Summer term	We have recently subscribed to the Behaviour Online Programme for the next academic year 2016-17, which provides a huge range of resources designed to make pupils think about the impact of their behaviour. We hope to use this to bolster our mentoring and inclusion provision for our pupil premium pupils.	

Student support officer to support our most vulnerable students	Student support worker works with our most vulnerable students.	Mixed: Support offered in terms of emotional and at times financial needs which is difficult to quantify but will have reduced the absences of our most vulnerable.	Moving forward, a log needs to be kept up to date of the students who have been helped by our student support worker.
TAs to provide small group support in lessons.	TAs to be linked to Pupil premium students to allow small group support for them.	Medium: TAs are deployed into classrooms to support students where required. The focus is not necessarily on PP students.	This will continue as a whole school policy, not necessarily linked with PP funding.
Careers guidance for all PP students.	Career guidance was given to all students	Medium: All students have a clear career pathway and have clearly identified next steps with a named member of the staff to support them.	Calendar for the career guidance to be produced.
Attendance officer to reduce the gap between attendances.	Attendance officer monitors attendance and provides support for students, weekly reports to SLT.	High: To continue to reduce the gap for Pupil Premium attendance. 2013/14 5.5%, 2014/15 4.5%, 2015/16 3.8%	The attendance officer will continue to make first day absent contact home, meet with students after assemblies, SAM days for PP students.
Encourage the attendance of parents at school events.	HOY arrange for letters to be sent home to all parents and to ensure that phone calls are made home to Pupil premium students. HOY and/or ACM arrange for meetings with parents who do not attend.	Medium: Phone calls are made home to all pupil premium students prior to parents' evenings resulting in an average 0.5% increase in parents of pupil premium students attending. Those unable to attend have been contacted and asked to come into school for a meeting to receive an update on their child's progress. 0.02% have met with Head of Year or tutor and a further 0.02% have requested feedback via email or a phone call.	This will continue to occur with HOYs contacting home for those absentees
Improve low level disruption with the introduction of a new behaviour for learning policy.	A new behaviour for learning policy has been implemented from May 2015.	High: During 2015/16 the number of days pupil premium students spent in isolation reduced by 43% due to the new behaviour for learning system and a mentoring programme developed by the senior learning mentors working within isolation. Referrals reduced by 41 % from term 1 to term 3, on calls reduced by 79% and failed referrals reduced by 71% from term 1 to term 3.	The policy is firmly embedded and will continue as part of the school but not necessarily linked to the pupil premium funding.

SLT member appointed to monitor how effective the strategies are and the progress of the PP students	There are six assessments per year. Following each assessment a report for each year group is prepared to measure progress for the Pupil premium students in relation to their targets. This is emailed out to all staff.	Medium: Several different methods have been trialled following training courses and meetings with other pupil premium leads via the CSLC.	SISRA will be used to highlight the achievement following each assessment, this will link into the HLTAs timetables in English and Maths. Departments with the most success with PP students for example Art and History will be used to help other departments improve their achievement. Cumbria County Council training courses for hubs will be looked into for additional training for staff, working with the CSLC.
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iii. Other approaches

Min Cost £86,915

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
Additional mentoring of the PP students in Y11	SLT, form tutor and governor mentoring of students highlighted in the assessments. Use of notice board in staff room to highlight where students throughout Y11. Mentoring in form time now occurs for each year group once a term.	Medium: The individual monitoring of students was mixed, the actual impacts that arose from SLT meetings and governor meetings was low. The board in the staffroom highlight students' progress was used by all staff. The mentoring through form time has improved and students regularly have discussions with their form tutors on the progress they are making. It is difficult to quantify the effect of this.	The staff board is now going to show the progress the students are making in terms of progress 8. The mentoring booklets following each assessment have been completely re-modelled to make them less repetitive and less time consuming to fill in.	
Aspirational speakers, trips and visits	Work with the CSLC to deliver aspirational activities.	Medium: Difficult to quantify. Guest speaker Dr Ian Johnstone, Engineer from speakers for schools, Bryanston Square mentoring day for selected Y10 students	This is to continue this year with collaboration with the CSLC.	
Transition intervention	An additional access day	Medium: allows students with an EHCP or a student coming on their own an extra day in school	This will continue this year with potentially a PP transition day.	

TAs employed to run after school clubs	This has allowed extra-curricular clubs to run such as Duke of Edinburgh	Low: a low number of PP students have attended after school activities	To continue to develop the range of activities offered.
Provide time during the week for all HOYS to meet with their tutors	Started in September weekly am briefing on Wed morning with tutor teams	Medium: allows tutors and HOYS regular contact.	This will continue as part of our normal school week.
			Min cost £15,000 Minimum overall cost £198,809

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

