## For 2015-2016

Newman Catholic School will receive £164560 for the academic year of 2015-2016. The main priorities for this year, as a result of the external Pupil Premium review and the evaluation of the impact of last year's strategies are detailed below.

1. Narrow the gap at 5 A\*-C including English and Maths, aim for the gap to be no larger than National average. In 2014-2015 the gap for 5 A\*-C incl English and Maths was 34% compared with the National average of 26%.

	Cohort		A*-C English		A*-C Maths			5 A*-C incl EM			
	No	%	No.	%	Nat	No.	%	Nat	No.	%	Nat
All Students	109	100%	70	64%	67%	62	57%	67%	54	50%	55%
Disadvantaged (PPI)	34	31%	12	35%	51%	11	32%	49%	9	26%	36%
Not Disadvantaged	75	69%	58	77%	73%	51	68%	74%	45	60%	62%
PPI Gap	-	38%	-	42%	22%	-	36%	25%	-	34%	26%

- 2. Implement a robust system for monitoring the progress of the PP students that ensures their progress is checked regularly and that the data is used to allow for flexible interventions where necessary.
- 3. Implement a robust system that monitors the effectiveness of the strategies used on a half termly basis.
- 4. Improve the attendance of PP students.

Provide experiences for the PP students to raise their aspirations.

<u>Strategies</u>	Further details	Intended impact
HLTA in English and Maths	To enable students to	To raise attainment of Pupil Premium
	be withdrawn from	students.
	Spanish for extra	Half termly review.
	literacy lessons.	,
	To enable small group	
	support and	
	interventions for	
	students in English and	
	Maths.	
Behaviour Inclusion worker	To allow students'	Monitor and reduce the number of Pupil
to support behaviour	behaviour to be	Premium students gaining stage four
	monitored and tracked	referrals and isolation.
	to identify patterns in	Half termly review.
	behaviour. Behaviour	
	inclusion workers to	
	mentor students'	
	repeatedly in isolation.	
Student support officer	Student support worker	Improve engagement and attendance of
	to continue to work	Pupil premium students.
	with our most	Half termly review.
	vulnerable students.	
Ensure all FSM students	To raise the profile of	All staff aware of who the Pupil Premium
identifiable to staff on	the Pupil premium	students in their class/form groups are.
assessment marksheets	students for all staff.	Pupil Premium audit confirmed this.
Teaching assistants	TAs to be linked to Pupil	To raise attainment of Pupil Premium
	premium students to	students.
	allow small group	Half termly review.
	support for them.	
Contribute to funding extra	Students benefit from	Students to gain more tailored support
set in English, Maths and	smaller class sizes	in lessons, departments to be able to
Science	throughout each year of	have smaller key sets.
Allocato timo to cucius all	their schooling.  Careers advice will be	Paice aspirations of Publi Promium
Allocate time to ensure all		Raise aspirations of Pupil Premium
FSM supported with individual careers advice	provided.	students.
To establish additional	SLT, form tutor and	Students more aware of their progress
mentoring for cohort	governor mentoring of	Students more aware of their progress throughout each year of school,
mentoring for contri	students highlighted in	reflecting on their attainment in each set
	the assessments.	of assessments and producing
	Use of notice board in	themselves targets for the following half
	staff room to highlight	term. One to one conversations
	where students	between students and their form tutors
	throughout Y11.	occur on a half termly basis as minimum.
	Mentoring in form time	Secar on a nan terriny basis as minimum.
	now occurs for each	
	year group following	
	each assessment.	
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Fund booster classes after	All students have access	Students in Y11 gained points towards
school	to after school revision	the cost of their prom, bus fares, along
	sessions.	with 'treats' to encourage them to
		attend after school revision classes.
		Half termly review.
Attendance officer to	To continue to reduce	Attendance officer produces details of
spend time on cohort and	the gap for Pupil	PP attendance weekly at SLT meetings
introduce SAM days	Premium attendance.	and will continue to work towards
initiatives. Additional	2013/14 5.5%	improving their attendance.
support for attendance	2014/15 4.7%	Monthly meeting.
officer	2015/16 4%	montiny meeting.
Aspirational strategies for	Work in collaboration	Y10 Pupil premium students took part in
pupils via Inset for staff	with the CSLC for Pupil	the Bryanston Square day in November
and guest speakers for	premium.	aimed at raising aspirations.
	<b>'</b>	
pupils	Continue to work with	Half termly review.
	CSLC to deliver joint	
	raising aspirations	
	events.	- 11
Transition Intervention	Talks already in place to	To enable students to settle in to
	establish links with	secondary school with ease.
	Primary schools,	
	particularly Year 4, so	
	that pupils are	
	secondary ready.	
One-to-one tutoring	This occurs in isolation	Raises the attainment of those individual
	with the behaviour	students involved.
	inclusion workers.	Half termly review.
ICT investment to ensure	Computer rooms with	Students have access to current
classrooms make full use of	brand new equipment	technologies to aid them with their
modern technologies and	are available to	homework.
allow students to access	students at lunch and	Half termly review.
these outside class hours in	after school.	·
case they cannot access		
LUSE LITEY CATHIOL ACCESS		
from home		
from home	Students offered a wide	Half termly review.
from home Employ TAs on extended	Students offered a wide range of opportunities.	Half termly review.
from home Employ TAs on extended hours to run after school	Students offered a wide range of opportunities.	Half termly review.
from home Employ TAs on extended hours to run after school clubs	range of opportunities.	,
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Improve behaviour in terms of low level disruption, low effort levels and passive learning policy has been implemented from May 2015.   To student behaviour is tackled, to reduce low level disruption to a minimum, to allow for accurate tracking of student behaviour and to be used to allow interventions to take place.   Half termly review.    Develop a whole school literacy strategy			individual interpretions to be a sure and
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Instigate regular systems for book scrutiny  Provide time for form tutors to meet their head of years each week	The whole system has been reviewed from Sept 2015, with calendared regular checks throughout each half term.  Started Sept 2015 weekly briefing on a Wed am to meet head of year and tutor team.	Results of the book checks are acted upon and support plans put in to place where necessary.  Student books are of a higher standard in terms of student work and marking, progress is seen clearly in the books.  Calendared book monitoring.  Tutor teams have time every week to talk about specific pupil premium students, enables whole tutor teams to know what is happening within their year group.
Instigate a system for monitoring pupil involvement in school life, encourage PPP to attend	A timetable for extra- curricular activities is in place and staff send lists of attendees to be recorded on the school system to accrue rewards. Individual staff to encourage involvement of Pupil premium students.	Pupil premium students to become more involved in school life. Half termly review.
Implement a robust system for monitoring the progress of the PP students that ensures their progress is checked regularly and that the data is used to allow for flexible interventions where necessary.	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.	Staff able to clearly see how their students are performing compared with other departments, allows for discussions to take place.  Discussions and interventions to take place, minuted in LM meeting and department meeting minutes.
Pupil premium students who are secondary ready, so KS2 4b/4.3+ are to be in sets 1-3.  Implement a robust system that monitors the effectiveness of the strategies used on a half termly basis.	Allow students to be in higher ability sets to raise their aspiration.  Each half term staff to complete a review of the impact made by their strategies.	Increases the attainment of the Pupil Premium students, under-achievement to be tackled within sets 1-3.  This enables progress to be seen within each strategy on a half termly basis.  Monthly meeting with attendance officer, behaviour inclusion officer, SENCO and student support officer.