

## 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.

<b>Strategies</b>	<b>Further details</b>	<b>Intended impact</b>
<b>HLTA in English and Maths</b>	To enable students to be withdrawn from Spanish for extra literacy lessons. To enable small group support and interventions for students in English and Maths.	To raise attainment of Pupil Premium students. Half termly review.
<b>Behaviour Inclusion worker to support behaviour</b>	To allow students' behaviour to be monitored and tracked to identify patterns in behaviour. Behaviour inclusion workers to mentor students' repeatedly in isolation.	Monitor and reduce the number of Pupil Premium students gaining stage four referrals and isolation. Half termly review.
<b>Student support officer</b>	Student support worker to continue to work with our most vulnerable students.	Improve engagement and attendance of Pupil premium students. Half termly review.
<b>Ensure all FSM students identifiable to staff on assessment marksheets</b>	To raise the profile of the Pupil premium students for all staff.	All staff aware of who the Pupil Premium students in their class/form groups are. Pupil Premium audit confirmed this.
<b>Teaching assistants</b>	TAs to be linked to Pupil premium students to allow small group support for them.	To raise attainment of Pupil Premium students. Half termly review.
<b>Contribute to funding extra set in English, Maths and Science</b>	Students benefit from smaller class sizes throughout each year of their schooling.	Students to gain more tailored support in lessons, departments to be able to have smaller key sets.
<b>Allocate time to ensure all FSM supported with individual careers advice</b>	Careers advice will be provided.	Raise aspirations of Pupil Premium students.
<b>To establish additional mentoring for cohort</b>	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 following each assessment.	Students more aware of their progress throughout each year of school, reflecting on their attainment in each set of assessments and producing themselves targets for the following half term. One to one conversations between students and their form tutors occur on a half termly basis as minimum.

<b>Fund booster classes after school</b>	All students have access to after school revision sessions.	Students in Y11 gained points towards the cost of their prom, bus fares, along with 'treats' to encourage them to attend after school revision classes. Half termly review.
<b>Attendance officer to spend time on cohort and introduce SAM days initiatives. Additional support for attendance officer</b>	To continue to reduce the gap for Pupil Premium attendance. 2013/14 5.5% 2014/15 4.7% 2015/16 4%	Attendance officer produces details of PP attendance weekly at SLT meetings and will continue to work towards improving their attendance. Monthly meeting.
<b>Aspirational strategies for pupils via Inset for staff and guest speakers for pupils</b>	Work in collaboration with the CSLC for Pupil premium. Continue to work with CSLC to deliver joint raising aspirations events.	Y10 Pupil premium students took part in the Bryanston Square day in November aimed at raising aspirations. Half termly review.
<b>Transition Intervention</b>	Talks already in place to establish links with Primary schools, particularly Year 4, so that pupils are secondary ready.	To enable students to settle in to secondary school with ease.
<b>One-to-one tutoring</b>	This occurs in isolation with the behaviour inclusion workers.	Raises the attainment of those individual students involved. Half termly review.
<b>ICT investment to ensure classrooms make full use of modern technologies and allow students to access these outside class hours in case they cannot access from home</b>	Computer rooms with brand new equipment are available to students at lunch and after school.	Students have access to current technologies to aid them with their homework. Half termly review.
<b>Employ TAs on extended hours to run after school clubs</b>	Students offered a wide range of opportunities.	Half termly review.
<b>Encourage parents to attend school functions in particular parents evening</b>	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.	To increase the attendance of Pupil premium students' parents, to involve parents more in their child's education. Review following parents evenings.
<b>Additional Maths and English group Year 11 to raise attainment</b>	Enabled seven sets for KS4.	Additional groups this year, progress of which to be monitored half termly and the PP students to be tracked and

		individual interventions to be arranged by the relevant Subject Leader. Half termly review.
<b>Improve behaviour in terms of low level disruption, low effort levels and passive learning</b>	A new behaviour for learning policy has been implemented from May 2015.	To standardise how 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.
<b>Develop a whole school literacy strategy</b>	A new literacy policy was introduced in the Spring term 2016, allowing literacy to be delivered by all departments during a set lesson per week as a 10 min slot. A new marking policy for literacy is also in place.	The literacy policy aims to ensure that teachers, across the whole subject range, highlight and challenge low standards of literacy so that students' skills in spelling, punctuation and grammar are improved. It is envisaged that in their written work students will demonstrate more frequently their ability in accurately using both common and complex spelling forms. They will consistently and accurately utilise a full range of punctuation. Also, they will write using the correct grammatical structures and style to suit the purpose of their writing. Half termly review.
<b>Clear and simple system of marking</b>	Staff had INSET training on the new marking policy which was finalised in January 2016. Students are given regular EBIs (Even Better If) and with most staff they are given time to act on the EBIs. Students are also writing in new style exercise books which makes marking clearer to see and act upon.	This is monitored through book checks, with individual staff gaining support where necessary. Calendared book monitoring.
<b>Amend the marking policy in terms of frequency</b>	The marking policy states books should be marked once a fortnight or every fourth lesson if that is sooner.	Books are monitored thoroughly through the book checks, with staff gaining support where necessary. Calendared book monitoring.
<b>Set challenging homework</b>	<b>Show My Homework</b> is being used by all staff, developing the quality of homework being set.	Students have access to clear instructions for how to complete their homework. This is monitored through the Line management meetings for each department.

<b>Instigate regular systems for book scrutiny</b>	The whole system has been reviewed from Sept 2015, with calendared regular checks throughout each half term.	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.
<b>Provide time for form tutors to meet their head of years each week</b>	Started Sept 2015 weekly briefing on a Wed am to meet head of year and tutor team.	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.
<b>Instigate a system for monitoring pupil involvement in school life, encourage PPP to attend</b>	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.
<b>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.</b>	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.
<b>Pupil premium students who are secondary ready, so KS2 4b/4.3+ are to be in sets 1-3.</b>	Allow students to be in higher ability sets to raise their aspiration.	Increases the attainment of the Pupil Premium students, under-achievement to be tackled within sets 1-3.
<b>Implement a robust system that monitors the effectiveness of the strategies used on a half termly basis.</b>	Each half term staff to complete a review of the impact made by their strategies.	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.