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	Nov 2016
Total number of pupils	559	Number of pupils eligible for PP	193	Date for next external review of this strategy	16th June 2017

2. Current attainment for 2015-16		
	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 *(issues to be addressed in school, such as poor literacy skills)*	
A.	Literacy – Jan 2017 Ofsted students do not have enough opportunity to write at length in all subjects, and there is variability with which staff implement the literacy policy.
B.	Progress of PP students in all year groups is significantly below expectations.
C.	Aspirations
External barriers *(issues which also require action outside school, such as low attendance rates)*	
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 *(desired outcomes and how they will be measured)*	Success criteria

A.	The literacy policy will be implemented consistently across the school, leading to evidence of more extended writing for disadvantaged pupils in subjects other than English and regular reading as evidenced in accelerated reader (Y7 and 8).	In weekly work scrutinites and lesson observations. There will be more opportunities for disadvantaged pupils to write at length and staff who are not complying improve over time. Average reading ages will improve by 8 months.
B.	Disadvantaged pupil outcomes in every subject and year group will improve each term.	The % of disadvantaged pupils in each subject who are on target (M or A) will increase each term.
C.	Disadvantaged pupils aspirations will be raised from Y7, by a combination of stretching targets, individual peer mentoring and opportunities to explore further education and careers. Strategies to involve parents in their children's education will ensure ongoing engagement.	The % of parents attending parents evening will increase. Students will work towards aspiring targets, Careers advice will be targeted at students who are unsure about their future plans.
D.	Increased attendance rates for pupils eligible for PP. PP attendance last year was 91.45%. Reduce the number of PP PA.	Attendance for PP will improve from 91.5% to 95%.

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. Literacy					
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?**

| A. | The literacy policy will be implemented consistently across the school, leading to evidence of more extended writing for disadvantaged pupils in subjects other than English and regular reading as evidenced in accelerated reader (Y7 and 8). | DEAR time for Y7 and 8 every day, rolling lesson. Prioritise the disadvantaged pupils for reading out loud to teacher and TA, staff to listen to them reading at least one page in their reading book.

All disadvantaged pupils reading the correct book. Accelerated reader is completed termly in English lessons. | Jan 2017 Ofsted students do not have enough opportunity to write at length in all subjects, and there is variability with which staff implement the literacy policy. EEF states that the ability to read and write is essential to everyday life, with reading comprehension strategies adding +5. | Tracking reading ages each term to ensure that they are improving. Reading record checked for the targeted disadvantaged pupils each term. Students to record who has listened to them read in their reading logs, SFO to add a drop down column to SIMS for staff to record who they read to. NJ to check reading logs and feedback to SFO.

Audit of all the PP students, are they reading the right level book. Termly report to SLT (LEL) on the new readings ages for all disadvantaged students. The aim is for the disadvantaged students to make an average age gain of plus 8 months (EEF states +5 along with an aspirational 3 months).
Up to date reading and spelling ages to be accessible by all staff on sims. | SFO – to provide LEL with data once a term to show improvement for disadvantaged students. | June 2017 |
| | | Extended writing to be present in books every fifth lesson or every three weeks.
Ensure that this is particularly impactful for disadvantaged pupils by specific monitoring of extended writing particularly with weaker teachers/departments. Expectation that middle leaders hold staff to account following book monitoring.

Ensure that catch up funding is successful in improving disadvantaged pupils by close monitoring of impact. | | Weekly monitoring by slt shows effective use of extended writing success criteria in disadvantaged pupils books in May 2017.
Records of line manager meetings with all SLs, books to be brought to meetings to show extended writing in disadvantaged students books throughout the different banding.

Clear differentiated teaching for set 5 nurture group. Lesson observations and book monitoring. Use of accelerated reader, rescue reader and removal from Spanish for additional English lessons. | | |

		Costs to be confirmed

ii. Progress of PP students in all year groups is significantly below expectations.

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?
B. **Disadvantaged pupil outcomes in every subject and year group will improve each term.**	a) HLTA in English and maths have been in place since 2013. Role now needs to be reviewed to ensure that they are impacting. b) Extra set in Core subjects needs to be reviewed and approaches adapted to show greater impact. If no improvement after six months then remove funding.	EEF suggests that small group tuition is effective at making progress +4. The evidence suggests that group size should be six or less.	The % of disadvantaged pupils in each subject who are on target (M or A) will increase each term. Shared with SLs termly Support for departments where progress is low. Measures will be in place to ensure that there will be HLTA impact each term. – SLs and HLTA to define. Monthly meeting between SL, LM and LEL to review PP strategy. Heads of department will define precise outcomes for the additional set which impact on disadvantaged pupils outcomes, as judged by external review of pupil premium.	LEL ACM/JMB – line managers ACM/JMB/JBR – line managers for core subjects.	Termly for all.

	See whole school plan for consistency of teaching. c) December 2016 data highlights boys' progression. Training to be delivered on how to engage boys in high quality first teaching.	Assessment data for Dec 2016 shows that disadvantaged boys progress 8 is -0.31 Y11. Research strategies for techniques – http://www.ascd.org/ascd-express/vol6/604-gurian.aspx Andrew Fuller – teaching boys.	Disadvantaged progress 8 score for boys improves to -0.15 by the end of year for Y11. Current Y10 progress 8 for disadvantaged boys is -1.01 in December 2016 to 0 by 2018. Teaching and learning briefings have been delivered weekly inset on differentiation (half term 2), challenge (half term 3), passive learning (half term 4) and boys' learning (half term 5).		Following each data entry.
	d) Guidance to staff on use of disadvantaged data in planning and delivering lessons.		Whole school inset, then select individual staff for further training on SISRA. 4th April 2017. Whole school INSET on teaching disadvantaged students on 2nd May 2017.	LEL	
	e) Y11 and Y10 progress 8 overview to be held by all middle leaders on a computer version and discussed regularly at curriculum team meetings, intervention by line managers where it is not improving.		To be discussed and a plan made to produce them in student progress meetings. Available for SLs to use on _____.	ACM	

Disadvantaged pupils aspirations will be raised from Y7.					Min £93,954
When will you review implementation?					
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. **Disadvantaged pupils aspirations will be raised from Y7, by a combination of stretching targets, individual peer mentoring and opportunities to explore further education and careers. Strategies to involve parents in their children's education will ensure ongoing engagement.**	a) Set stretching targets for disadvantaged students (FFT aspire 5% expectation) so that differences with national non disadvantaged children close over time.	Disadvantaged students come to secondary school having previously underachieved, targets should be higher to make up for this.	ACM to use FFT for aspirational targets for disadvantaged students.	ACM	June 2017
	b) More concentrated work with primary schools on barriers for learning for the disadvantaged pupils.	Primary schools have extensive knowledge of our students prior to entry.	LEL, SFO, CBO, J Braniff will visit disadvantaged students at their primary schools and work with primary schools to produce pupil profiles. First meeting 5th May.	CBO	
	c) Set up a detailed profile for each student in each year with barriers to learning and strategies.	Staff will know more about the story behind each student and will be able to better tailor support.	Student progress profiles to be produced for all students during the summer term.	LEL	
	d) From Y9 provide targeted careers advice to disadvantaged children.	Raise aspirations of students, could lead to improvement in attainment and attendance if students have a goal.	Y10 preparing for employment day in June to have an additional provision for disadvantaged students. 20 students from Y10 highlighted to work with inspira mentoring program after Easter, focus on the students who put don't know in the careers questionnaire.	MB/JBR	End of June 2017, next steps identified.

	e)	Ensure that parents are well informed through their childrens' progress such as use of praise postcards. When progress 8 falls below -0.5 parents are automatically involved in the strategies to improve. Pilot a text message service for Y10 for Maths for one half term for disadvantaged students, to include praise.	EEF increasing parental engagement +3 months.	Produce a disadvantaged students policy to show when parental contact must be made. PP parents to be phoned in advance of every parents evening to inform them of the date, and another phone call after for non attenders.	VJ/ACM/LEL
	f)	CSLC meet termly to pool resources on raising aspirations.	Share ideas and plan raising aspirations events.	Meet once a half term to share ideas and plan collaborative events.	LEL
a)	D) Increased attendance rates for PP students to rise from 91.5% achieved in 2015/16 to 92% by end of 2016/7 and strive to	a)	Earlier interventions, 95% and below letter to be sent out at the end of each half term.	If students are missing school it is unlikely that achievement for them will increase.	Log kept of students receiving the letters along with their subsequent improvement each half term. Brought to SLT half termly and discussed with ACM in LM meetings.	C Armstrong	May 2017 External review June 16th 2017.

raise PP attendance to 95%	Form tutors to speak to PP students on a regular basis about attendance, on return from absences and focus on PP students with attendance below 95% on a weekly basis. Weekly attendance provided to them by attendance officer.		HoY and SLT link to ensure that students are spoken to by speaking to identified students to monitor form tutor discussions.		
	Action Plans started with PP students if their attendance falls below 93%, calls home on first day of absence, Early help assessments and home visits completed for persistent absentees with unauthorised absences.		A list of names of students on action plans, home visits, started EHAs is kept up to date. At the end of each half term the effect on individual students is evaluated and further strategies implemented where necessary e.g. moved to HoY action plan, ARC. Brought to SLT half termly and discussed with ACM in LM meetings.		
	SAM weeks for identified PP students with attendance below 93% across the year and/or in the last 6 weeks. Carried out termly.		Following each SAM week the attendance is examined for these students, records are kept of who it actually has worked for. Results brought to SLT and discussed with ACM in LM meetings. Data is saved centrally and discussed in LM meetings with ACM		
	Patterns of non-attendance to be scrutinised to see if there are any issues by attendance				

	officer, letter then sent to parents if absent for 3 of the same days during that term and HoY and form tutors informed. Termly basis. Disadvantaged student voice to be carried out on students below 95% to find out why they are not coming in and what we can do to encourage them to.		Minutes of meetings with students/questionnaires are kept. Barriers to attendance brought to SLT and shared with HoY and form tutors; also subject teachers where necessary. Information from these will be inputted onto the disadvantaged student's pupil profiles. Attendance figures discussed at Governors Standards Committee and full Governors meetings.		
	b) Behaviour Online Programme for the next academic year 2016-17.	EEF toolkit suggests that behaviour intervention is effective at making progress. A new behaviour for learning system has been put in place since May 2015 and is firmly embedded.	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.	CBO	**Half termly report to slt/LEL.**
	c) Student support officer	This allows our most vulnerable students someone to turn to, in turn increasing their attendance at school.	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.	ACM	**Half termly report to ACM/LEL.**
				Total budgeted cost	Min £

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. | |

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.