

Newman Catholic School: Pupil premium strategy statement (secondary)

1. Summary information					
School	Newman Catholic School, Carlisle				
Academic Year	17/18	Total PP budget	£159,875	Date of most recent PP Review	16 th June 2017
Total number of pupils	550	Number of pupils eligible for PP	186	Date for next internal review of this strategy	March 2018

2. Current attainment for 2016-17 (leavers)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.04	
Attainment 8 score average	40.9	
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 – Jan 2017 Ofsted students do not have enough opportunity to write at length in all subjects.	
B.	Progress of PP students particularly in English (-0.64) and Maths (-0.43).	
C.	A whole school coordinated approach to tackle underachievement across subjects.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Pupil premium attendance for 2016-2017 was 92.1% compared to their peers at 95.2%. PA for pupil premium students was 16.6%, for non Pupil premium it was 8.3%. Strategies to continue from last year as stated in PP review	

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4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		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).	Students reading ages will be monitored on a half termly basis, working towards their chronological age. Book monitoring will reveal extended writing in books every month.
B.	Disadvantaged pupil outcomes in every subject and year group will improve each term.	Data collections throughout the year will show that PP are working at or improving towards expectations each time.
C.	Develop a tracking system to monitor the progress of individual students across departments and strategies. Students to gain more individualised support. Disadvantaged pupil outcomes in every subject and year group will improve each term.	Produce a tracking spreadsheet. Half termly review of strategies. Add focus groups onto sisra for more effective tracking of strategies. Data collections throughout the year will show that PP are working at or improving towards expectations each time.
D.	Increased attendance rates for pupils eligible for PP. PP attendance last year was 91.2%, non PP was 95.2% Reduce the number of PP PA. PP PA was 16.6% whereas non PP was 8.3%. NA for PA was 12.4%.	Aim to work towards National average of 95%, and a persistent absentee of 12.4% or less.

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5. Planned expenditure					
Academic year	2017-18				
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).	<p>DEAR time for Y7-9 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.</p> <p>All disadvantaged pupils reading the correct book.</p> <p>Accelerated reader is completed termly in English lessons.</p> <p>Extended writing to be present in books every fifth lesson or every three weeks.</p> <p>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.</p>	<p>Progress was seen during the first year of this strategy last year, as a result it will continue for one more year before adapting it to really embed it within the school and to allow progress to develop across all year groups.</p> <p><i>PP review June 2017</i> <i>Pupils were really positive about this intervention, reporting that it has improved their confidence in reading and that they enjoyed the sessions.</i></p> <p><i>Pupils are clear about the purpose of DEAR time</i></p>	<p>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, staff to record on SIMS students they have listened to. NJ to check reading logs and feedback to SFO.</p> <p>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, reading ages on sims for all staff to use. 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).</p> <p>Weekly monitoring by slt shows effective use of extended writing success criteria in disadvantaged pupils books in May 2017.</p> <p>Records of line manager meetings with all SLs, books to be brought to</p>	SFO to provide LEL with data once a term to show improvement for disadvantaged students. Data will be the report of the reading ages, along with how many have been listened to from the sims report.	Half termly beginning December 2017

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			meetings to show extended writing in disadvantaged students books throughout the different banding.		£1500 contribution to accelerated reader.
<p>B. Progress of PP students in all year groups is significantly below expectations.</p>	<p>English Nurture groups in English Y7-11. Additional literacy lessons in Y7-9 delivered by HLTA – two lessons per week. Form time Rescue Reader for Y7-8. Withdrawal from one RE lesson on a rotation for IDL cloud and reading intervention Y7. Lunchtime interventions for small groups of selected Y11 students. Book monitoring of selected students. Development of the library as a meeting place and homework club. Enrichment activities across all year groups that promote theatre and the arts. Year 11 tutor time weekly mentoring meeting with HCD.</p>	<p>English The P8 figures for English have risen from -0.72 to -0.62 from 2016 to 2017 leavers'. EEF – small group tuition contributes to 4+ impact. EEF – reading comprehension contributes to 5+ impact.</p>	<p>Nurture groups set up on entry using the KS2 data on the students. Timetable for HLTA planned to ensure support is provided in class where required and removal of students in small groups where more appropriate. Using the initial Accelerated Reader results a plan of who is involved in the Rescue Reader program will be produced. A rotation will be planned using KS2 data and Accelerated reader data. Staff have been consulted and students identified for lunchtime sessions. This is to begin in October. Scrutiny of PP books takes place weekly, discussions with members of the dept take place in the light of this including strategies to further engage and increase understanding and progress. A log to be kept. Liaison with Carlisle library to enhance resources. Log of attendance to be kept,</p>	<p>HCD. Half termly meetings with LEL to provide evidence of the effectiveness of each strategy.</p> <p>Feb 2018 – following review the tutor time mentoring has been replaced by forming an actual form group for low achieving pp students to be taken by the PP lead in English.</p>	<p>Half termly beginning December 2017 Formal PP exam review of whole year performance. Oct 2018</p>

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	<p>Maths Small group intervention with Maths teachers during form time. Structured homeworks linked to teacher assessments. Weekly monitoring and discussion regarding student books – focussing on the underachievers. Focus on PP students by the department, staff to have PP target on appraisals. PP students directed to specific tasks during lessons – purposeful differentiation. Praise postcards home to boost confidence. Maths buddies – link Y12 Mathematicians to Y7 PP students.</p>	<p>EEF -</p> <ul style="list-style-type: none"> • small group tuition contributes to +4 impact. • one to one tuition contributes to +5 impact. • Peer tutoring contributes to +5 impact. • Homework contributes to +5 impact • Parental involvement contributes to +3 impact. <p>A combination of the strategies above will have a positive impact on the numeracy skills of the students involved.</p>	<p>highlighting the PP students involved. A log of enrichment activities to be kept, student surveys following events to be analysed.</p> <p>A registration must be taken for the form time sessions and contact home for those non-attenders. Help from SLT to get students there is required. A record of the homeworks set should be made. A folder in the Maths department drive, a report from show my homework and a focus on book monitoring of these students. A monitoring log of PP books should be kept, along with drop ins into lessons. Appraisal targets to be approved by JMB following the first appraisal meetings. A department bank of differentiated resources to be developed, this should be visible in book monitoring and drop ins. An agreed postcard home policy should be produced for all the department to follow, record of who receives them should be</p>	<p>NJ to report to HCD on a half termly basis.</p> <p>KLC/LNA/ACM</p> <p>Following termly review: TA employed from Feb 18. Maths form group established Feb 2018.</p>	<p>£42947</p>
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			<p>kept – look into using sims to run reports easily.</p> <p>A list of students being buddied up should be kept, updated regularly and a register taken to ensure that regular contact is maintained.</p>		£32000
C.	<p>Map out revision timetables for selected underachieving students in Y11. Send invitations home.</p> <p>Focus student per week, drop in to lessons, focus of book monitoring for the week resulting in HOY and parental meeting.</p> <p>Implement fully comprehensive tracker of interventions at a student level.</p> <p>Set up focus groups on sisra to allow more effective tracking of students.</p> <p>PP an agenda on all meetings – tutor meetings, progress team meetings, new faculty meetings and department meetings.</p> <p>All staff provide a planning template for lesson observation to show their specific planning for underachieving pp students.</p> <p>Review the implementation of pupil profiles for underachieving students.</p> <p>Employee mentoring sessions for selected students in Y11.</p>	<p>Actions from PP review June 2017:</p> <ul style="list-style-type: none"> • Monitoring effective out of school revision sessions • Work scrutinies to ensure differentiation is present and appropriate • Planning of lessons takes into account data on students. 	<p>Visit to St Wilfrid's school on 10th November, the school who completed our PP review in June.</p> <p>Meeting with SLE for PP Ellen Mothersdale.</p> <p>CSLC meetings where these are the focus for the year.</p> <p>Registers taken of attendance at revision sessions, follow up of lack of attendance by HOY/LEL.</p> <p>Logs kept of book monitoring and trailing students, with outcomes.</p> <p>Focus groups decided and set up on sisra.</p> <p>Meeting minutes shared with all staff, meetings focus on the students and how to support them.</p> <p>Records of the employee mentoring sessions to be kept, link to data entry to see positive impact.</p>	LEL	Half termly review to JDM.

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	Students to use Fast Tomato for individualised careers advice.				£15358
<p><u>D</u>.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 raise PP attendance to 95%</p>	<p>a) Earlier interventions, 95% and below letter to be sent out at the end of each half term. 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.</p> <p>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.</p> <p>SAM weeks for identified PP students with attendance below 93% across the year and/or in the last 6 weeks. Carried out termly.</p> <p>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.</p>	<p>If students are missing school it is unlikely that achievement for them will increase.</p> <p>PP review June 2017 stated that strategies for attendance were working and to continue with them.</p>	<p>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.</p> <p>HoY and SLT link to ensure that students are spoken to by speaking to identified students to monitor form tutor discussions.</p> <p>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.</p> <p>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</p>	<p>C Armstrong</p> <p>Following termly review we are going to purchase a text messaging system to be used for attendance, homework and attendance at revision sessions.</p>	<p>Half termly in LM meetings, attendance figures are presented to SLT every Monday afternoon.</p>

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	<p>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.</p> <p>Student support worker to work with vulnerable students to improve attendance.</p> <p>Behaviour officers to use the behaviour intervention program to support students.</p>		<p>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.</p> <p>Attendance figures discussed at Governors Standards Committee and full Governors meetings.</p> <p>Half termly logs to detail what support has been provided, to be linked to attendance. Very variable in terms of support required.</p> <p>Moving forward with this intervention</p> <ul style="list-style-type: none"> • behaviour online in mentoring sessions • Group work • Detailed recording of all PP Pupils using this intervention separated from non PP Pupils. 	<p>JBO and ACM</p> <p>CBO, SW and PC.</p>	<p>Half termly review for LM and LEL</p> <p>Half termly report to LEL, brought to SLT by CBO.</p> <p>£68070</p>
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