

# Newman Catholic School: Pupil premium strategy statement (secondary)

1. Summary information					
<b>School</b>	Newman Catholic School, Carlisle				
<b>Academic Year</b>	18/19	<b>Total PP budget</b>	£159,875	<b>Date of most recent PP Review</b>	16 <sup>th</sup> June 2017
<b>Total number of pupils</b>	503	<b>Number of pupils eligible for PP</b>	183	<b>Date for next internal review of this strategy</b>	12/3/19 internal review.

2. Attainment				
	Pupils eligible for PP (your school)			Pupils not eligible for PP (national average)
	2015-16	2016-17	2017-18	
<b>Progress 8 score average</b>	<b>-0.65</b>	<b>-0.06</b>	<b>-0.323</b>	
<b>Attainment 8 score average</b>	<b>38.26</b>	<b>42.55</b>	<b>39.06</b>	
3. Barriers to future attainment (for pupils eligible for PP)				
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )				
<b>A.</b>	Literacy skills			
<b>B.</b>	Progress of high ability boys in particular across the school			
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )				
<b>C.</b>	Attendance			

## Newman Catholic School: Pupil premium strategy statement (secondary)

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	Literacy skills of the students will improve, leading to an improvement in reading ages across KS3.	Reading ages of the disadvantaged students will be monitored termly, leading to a change in intervention where appropriate.
<b>B.</b>	Disadvantaged higher boys' progress will improve.	Monitored as a subgroup each data entry.
<b>C.</b>	The attendance of the disadvantaged students will improve throughout the year. Attendance shows a continued pattern of improvement over the past five years. Last year attendance for disadvantaged students was 92.4% with PA of 15.4% (31 students).	Aim to work towards National average of 95%, and a persistent absentee of 12.4% or less.

## Newman Catholic School: Pupil premium strategy statement (secondary)

5. Planned expenditure				
Academic year	2018-19			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring and evaluation (1.who, 2.when, 3.how)	When will it be reviewed? What has changed as a result of review?
<b>Literacy skills will improve.</b>	Withdrawal from lessons for additional literacy lessons. Rescue Reader programme. Nurture group.	Rescue Reader has proven effective in the past two years. EEF evidence small group tuition +4 months.	1. HCD 2. Termly report on progress. 3. In calendared meetings with LEL.	Three dates for Accelerated Reader to be set, reviews to take place once results have been analysed. Termly review.
	DEAR time.	Additional small groups of students to work on literacy with HLTA. EEF evidence small group tuition +4 months.	1. SFO 2. Termly report on progress. 3. In calendared meetings with LEL.	Termly report of improvement in reading ages, using the Accelerated Reader programme.
<b>Disadvantaged higher boys' progress will improve.</b>	Additional sets in key areas.	Provide additional support for students. Smaller group with specialist teachers. EEF reducing class sizes +3 months.	1. KAN (science)/HCD (English) 2. Termly report on progress. 3. In calendared meetings with LEL.	Termly review following data entry. First one is November 2018.
	English and Maths forms for Y11	Form groups for underachievers to be set up, short revision tasks each morning.	1. JMB 2. Fortnightly discussion. 3. In LM meetings.	Improvement to be reviewed using PIXL wave results.
	Additional member of staff in key lessons for Spanish	Provide additional specialist support in languages.	1. CMS 2. Termly report on progress	Termly report on the benefit from Spanish SL.

## Newman Catholic School: Pupil premium strategy statement (secondary)

		EEF small group tuition +4 months.	3. In calendared meetings with LEL	
	Maths Training delivered every Tuesday night, subject/staff specific. PIXL specialist booked to come and work with SL for the day.	Additional support provided for Maths department. Highly effective teaching can improve the disadvantaged students progress, Sutton trust.	1. KLD/JMB 2. Fortnightly 3. LM meetings	Termly following data entry.
	Additional capacity in timetable to be used to release SW/PC to work with high ability boys or additional capacity within departments to be used to set up smaller groups.	Smaller groups to be provided for key disadvantaged boys provided by subject specialist. EEF reducing a class size +3 months.	1. SW/PC 2. Termly report on progress 3. In calendared meetings with LEL	Termly looking at data entry for those students involved.
	Target Y7 and Y8 higher ability boys, NJ to meet with them and plan for their engagement in school life.	To increase the engagement of the younger boys.	1. NJ/LEL 2. Prepare a plan now to implement. 3. Termly report to LEL	Termly report to see if it has had an impact.
	Outdoor Adventure learning.	EEF outdoor adventure learning +4 months.	1. SFO 2. Prepare a plan for the residential. 3. Add to calendar.	Student voice following trip, data for those students to be monitored.
	Book monitoring of high ability boys', feedback given to student, staff and parents.	EEF reports suggest that improved feedback will make a difference of +8 months.	1. LEL 2. Different student each time. 3. Select a student per fortnight, books	Reviewed after first term, for the students involved has it made a difference.

## Newman Catholic School: Pupil premium strategy statement (secondary)

			collected, meeting with student, repeated termly with same student.	
<b>The attendance of disadvantaged students will improve.</b>	Attendance strategy group to meet half termly. Forecaster tool used by Heads of Year to target key students. SAM days held.	Better attendance will improve progress.	<ol style="list-style-type: none"> <li>1. ACM/CLA</li> <li>2. Weekly reports to SLT</li> <li>3. In SLT meetings, minuted weekly.</li> </ol>	Half termly review following attendance strategy group.
	Student support worker and school counsellor to support most vulnerable students to enable attendance and progress to improve.	Good attendance will lead to improved progress of those most vulnerable. SEL on EEF +4 months.	<ol style="list-style-type: none"> <li>1. JBO/ACM</li> <li>2. Termly</li> <li>3. Report sent to LEL to detail names</li> </ol>	Termly.
	Isolation unit to monitor disadvantaged students and target students for the behaviour programme.	This will allow for more targeted work on students who are facing challenges with the classroom, making attendance to lessons better. EEF behaviour interventions +3 months.	<ol style="list-style-type: none"> <li>1. ACM/SFO</li> <li>2. Termly</li> <li>3. Report to LEL to share in SLT.</li> </ol>	Termly report.