# Pupil premium strategy statement (St Wilfrid’s RC College)

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| 1. **Summary information** | | | | | |
| **School** | St Wilfrid’s RC College | | | | |
| **Academic Year** | 2016/17 | **Total PP budget** | £230,350 | **Date of most recent PP Review** | N/A |
| **Total number of pupils** | 1053 | **Number of pupils eligible for PP** | 311 | **Date for next internal review of this strategy** | 09/17 |

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| 1. **Current attainment** | | | | | | |
|  | | | | Pupils eligible for PP (your school) | | Pupils not eligible for PP (national average) |
| **% achieving 5A\* - C incl. EM (2015-16 only)** | | | | **62.3%** | | 64.7% |
| **% achieving expected progress in English / Maths (2015-16 only)** | | | | **73.6%/69.2%** | | 75.8% / 73.4% |
| **Progress 8 score average** | | | | **+0.01** | | 0.12 |
| **Attainment 8 score average** | | | | **49.01** | | 52 |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor literacy skills)* | | | | | | |
|  | | | Lack of aspiration and poor attitudes towards attainment | | | |
|  | | | Low reading age of pupils on entry to school | | | |
|  | | | Behaviour for learning for a small group of pupils in each year group is having a detrimental effect on their progress | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | |
| **D.** | | Poor completion of homework activities for a small group of pupils in each year group | | | | |
| **E.** | | Poor social skills in a small number of KS3 pupils | | | | |
| **F.** | | Lack of aspiration from some family homes | | | | |
| 1. **Desired outcomes** *(desired outcomes and how they will be measured)* | | | | | How will impact be measured | |
|  | Improved attitudes towards attainment | | | | Performance in assessments and response to feedback | |
|  | All pupils to read at chronological age by end of year 7 | | | | Reading tests | |
|  | Improve behaviour for learning in DIG groups | | | | Reduced number of sanctions | |
|  | Increased independence via homework completion | | | | Reduced number of sanctions for lack of homework | |
|  | Improve social skills in order to improve progress and wellbeing | | | | Attendance at social skills club followed by survey of staff and pupils | |
|  | Improved aspirations | | | | Attendance at extracurricular clubs and events | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2016/17** | | | | |
| 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. | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **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?** |
| Improved attitudes towards attainment | Planning for pupil progress | | High quality, fully differentiated teaching is a must for all pupils. Lessons must be planned so that the needs of all learners are catered for. All pupils should receive a balance of support and challenge. | Time will be given to departments for SOL development.  CPD time will be used to share successful approaches to teaching and learning, including the use of directed differentiation, raising boys’ achievement and mental wellbeing.  Monitoring of planning will occur each half term, to include annotations of SOL and pupil voice. | DRE | September 17 |
| Improved attitudes towards attainment | Effective feedback | | Hattie’s Visible Learning and the EEF toolkit suggest that effective feedback is an effective way to raise attainment.  Key tasks will be deep marked with timely feedback given. Pupils will be expected to respond to feedback by completing repair tasks to target learning gaps or challenge tasks to push learning forwards. | All departments will develop standard key tasks to be used across the department. These will be standardised.  Completion of key tasks and effective feedback will be monitored every half term. | DRE | September 17 |
| Improved attitudes towards attainment | Subject specific interventions – STEP.  Y11 pupils that are underachieving will be identified following each data drop. | | These pupils will be invited to complete subject specific intervention sessions. We will use the successful PiXL ‘Diagnosis, therapy, testing’ model.  Evidence – positive impact in past years. | Teachers, HoDs and SLT links will be involved in the selection of appropriate pupils, using robust data.  Subject specific teachers will deliver the intervention sessions to small groups of pupils (approx. 6 pupils per group) | FCK | September 17 |
| Improved attitudes towards attainment | Blue form mentoring for targeted cohort. | | SLT and Blue Form Mentor will identify appropriate KS4 pupils to be placed on blue form. These will meet with their mentor each day for 1:1 support and challenge.  EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.  Evidence: positive impact in past years. | All blue form mentors will receive training and will be carefully matched with mentees. Progress made by mentees will be reported and reviewed weekly by senior mentor. | MHT | After each blue form cycle |
| Improved behaviour for learning | SLT will identify DIG groups for all year groups. These will be shared with all teachers so that pupils can be appropriately challenged. | | Lessons containing DIG pupils will be frequently visited by members of SLT in order to challenge poor behaviour and/or lack of effort.  Evidence: positive impact in previous years. | All teachers will identify the DIG cohort on their mark sheets and in their planning. This will be monitored each half term.  SLT will feedback on progress of the DIG cohort frequently, at SLT meetings. | SLT | After each data drop |
| Increased independence | Provision of a supervised homework clubs at both KS3 and KS4 | | We recognise that some pupils do not have a home environment that is conducive to independent learning. We therefore provide a homework club for each key stage in order to reduce the number of sanctions incurred.  Evidence: feedback from pupils & reduction in debits in previous years | Homework clubs will be run every night by cover supervisors in ICT rooms. Timetabling of dedicated cover supervisor for each club will ensure that relationships develop over time and the specific needs of each pupil will be catered for. | SLT | September 17 |
| Increased independence | Use of individual revision plans for Y11 pupils | | Recent years have seen an increase in anxiety levels in pupils in the period leading up to the external exam window. In order to reduce anxieties and to ensure that pupils are ready for examinations, a bespoke revision plan for each pupil will be produced. This will also be shared with parents.  Evidence: positive impact observed in other schools. | All Y11 teachers will be involved in the design of the plan. Plans will be launched by Head of School in a special assembly. Completion of plan will be monitored by teachers, with sanctions in place for lack of completion. | SLT | September 17 |
| **Total budgeted cost** | | | | | | **£38,440** |
| 1. **Targeted support** | | | | | | |
| **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?** |
| CATCH UP  All pupils to read at chronological age by end of year 7 | Reading club  A small cohort of pupils will be identified on entry to school. They will be collected from home on two mornings per week to attend a before-school reading club | | Reading is the key to learning.  In-school evidence has shown that this is effective for those pupils with the lowest reading ages only. | Combination of trained teaching staff, teaching assistants and KS5 students will run the reading club.  Attendance at reading club will be high because pupils will be collected in the minibus, by the Head of PE – stability and familiarity. | AJE | September 17 |
| CATCH UP  All pupils to read at chronological age by end of year 7 | Discreet 1:1 reading sessions for those children not making sufficient gains in Y7 | | Reading is the key to learning.  In-school evidence has shown that this is valued by and is effective for those pupils in Y8 that did not make sufficient progress in Y7 via reading tests. | Team of readers will be trained and pupils will be carefully matched to teachers in order to ensure successful relationships. | AJE | September 17 |
| Improve social skills in order to improve progress and wellbeing | Social skills group to meet once per week in an after-school session | | Poor social skills can prevent learning during lessons, particularly in tasks that require pupils to interact with others in their group.  Social skills group will use small group tasks.  Evidence: positive impact observed in previous years – improved self-confidence observed in those attending social skills club | AJE to liaise with parents.  Teacher survey re. development of pupils’ social skills in classroom and around the school | KME | September 17 |
| Provision of support to SEND pupils and their families | SEND services | | Some of the most vulnerable and disadvantaged pupils fit into this category.  Co-ordinator and Teaching Assistants will again be deployed in many different ways to support our children who required one to one support to achieve their potential | SEND Co will lead the team of Teaching Assistants and will have full overview of provision. SEND Co will liaise with appropriate outside agencies.  SEND Co will have regular meetings with link SLT for support and challenge. | AJE,  PML | September 17 |
| **Total budgeted cost** | | | | | | **£130,201** |
| 1. **Enrichment activities & other approaches** | | | | | | |
| **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?** |
| Improved aspirations | Increased participation in extracurricular activities. eg STEM club and lunchtime lectures | | Sutton Trust: evidence shows that aspirational activities and small group work have a beneficial outcome on pupil’s engagement in school and their self-confidence. | Enthusiastic volunteers will run STEM club and lunchtime lectures. They will be required to feedback to SLT. | Head of Science | September 17 |
| Improved aspirations | Subsidised Music Tuition | | This raises pupils’ confidence and aspirations. | Head of Music department has overview of peripatetic teachers with attendance rates and progress of pupils. | EWY | September 17 |
| Improved aspirations | Targeted pupils are invited to take part in Brilliant Club. | | Previous completion rates are high with positive pupil feedback and performance. Two KS5 students who were previously involved with Brilliant club have received offers from Cambridge University. | Pupils will be carefully selected. There will be a central school contact. | JMN | September 17 |
| Improving progress and attainment | Research and development:  Three groups will operate during this academic year:  No wasted years;  Raising boys’ achievement;  Independence and resilience | | Evidence-based research feeds successful teaching and learning in individual school contexts. Our research and development groups are focusing on issues that we have identified could impact on pupil progress and attainment. | Each research and development group will be led by a lead practitioner. The approach will be streamlined to maximise numbers of participants and completion of the research. Groups will meet three times. | LBN | September 17 |
| **Total budgeted cost** | | | | | | **£15,000** |

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| 1. **Additional strategies** | | | | | |
| **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?** |
| Improved parental engagement | Pastoral Liaison Officer | Pastoral team require additional support to reach ‘hard to reach’ families. A dedicated pastoral liaison officer will provide this support. Attendance significantly impacts on progress. | Close liaison with Pastoral team | Head of Science | September 17 |
| Improved aspirations | Careers Guidance provided by Zenith | PP children are vulnerable to becoming NEET due to lower aspirations outside of school. | FCR (SLT) links with both Zenith and the LA.  SEND Co to set up interviews for PP students. | FCK | September 17 |
| Counselling services | School Chaplaincy service | Low level intervention for pupils with worries or concerns. Trained to offer bereavement counselling. | FCK to oversee work of Chaplain. | FCK | September 17 |
| **Total Budgeted Cost** | | | | | **£56,420** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2015/16** | | |
| 1. **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) | **Cost** |
| Improved attainment | Study Support including Homework Club and intervention | Support for targeted pupils at key times. Attendance at STEP sessions was high.  Homework Club open to all pupils but some pupils were targeted for extra support with Homework. Attendance at KS3 homework club was consistently good. KS4 homework club is less popular. | Suitable pupils for STEP provision will be carefully selected by SLT link and HoD, in order to ensure maximum impact.  Homework clubs will continue. KS4 club will increase in popularity as KS3 pupils move into KS4. | £16,050 |
| Improved attainment | Teaching & Learning Mentors | Teaching and Learning team improved the quality of specific learning support for individual pupil needs through whole staff training and through provision of CPD programmes within school.  Positive feedback from CPD events in this academic year. | Teaching and learning team will be expanded with recruitment of a team of Lead Practitioners. | £9,630 |
| Improved attainment | Pastoral Mentors | Offered one to one support to Y7 – 13 pupils, around organisation, aspirations and subject issues. Mentors monitored targeted pupil progress and ensured they were fully supported in reaching their potential. | To continue | £6000 |
| Improved aspiration | Careers Guidance | CEIAG support for all students Y7-Y13 ensured they are best placed to progress into the education or employment pathway of their choice. Additional expertise and high quality delivery of post 16 careers and FE guidance from representatives from Rising Star. | To continue | £8,170 |
| 1. **Targeted support** | | | | |
| **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** |
| Provision of support to SEND pupils and their families | SEND services | Provided support to pupils and their families. Some of the most vulnerable and disadvantaged pupils fit into this category.  Co-ordinator and Teaching Assistants were deployed in many different ways to support our children who required one to one support to achieve their potential. | To continue | £63,640 |
| Improved parental engagement | Pastoral Liaison | Provided support for pastoral team in linking in with hard to reach parents and families. Built relationships with families and was able to respond quickly when required to. | To continue | £16,710 |
| Improved academic transition for lowest attainers in English and maths | Additional Teacher | Part Time Primary Teacher employed to support transition from primary to secondary.  Small group work and in-class support were used to improve progress of some of our weakest pupils. | This teacher has left St Wilfrid’s. This strategy will not be continued. | £13,150 |
| 1. **Other approaches** | | | | |
| **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** |
| Increased participation in enrichment activities | Subsidised Music Tuition | We have the highest number of pupils in the authority involved in peripatetic music in the authority. This raises pupils’ confidence and aspirations. | To continue | £6,590 |
| Meeting the needs of all members of the school community | School Chaplaincy services | One to one intervention with pupils who require low level support. Ran and organised bereavement group. Hosted young carers meetings fortnightly. Organises class masses and whole school liturgy as well as year group retreats.  These all contribute to our positive school ethos. | To continue | £8050 |

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| 1. **Additional detail** |
| * In this section you can annex or refer to **additional** information which you have used to inform the statement above. |

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