# Pupil premium strategy statement (St Wilfrid’s RC College) 2018/19

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| 1. **Current summary information (2018/19)** | | | | | |
| **School** | St Wilfrid’s RC College | | | | |
| **Academic Year** | 2018/19 | **Total PP budget (est)** | £244,935 | **Date of most recent PP Review** | N/A |
| **Total number of pupils** | 1194 | **Number of pupils eligible for PP** | 328 | **Date for next internal review of this strategy** | 09/18 |

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| 1. **Current attainment** | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | att measures | PP-STW | All-STW | All Nat | | % 4+ eng | 81 | 89 | 76 | | %5+ eng | 65 | 74 | 60 | | % 4+ maths | 60 | 73 | 70 | | %5+ maths | 44 | 56 | 49 | | %4+ E & M | 58 | 70 | 64 | | %5+ E &M | 39 | 52 | 42 | | P8 | 0.243 | 0.437 | -0.018 | | | | | |
| 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 | |
|  | | | Weak problem solving skills | |
| **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.** | | Lack of resilience/ anxiety | | |
| **F.** | | Poor social skills in a small number of KS3 pupils | | |
| **G.** | | Lack of aspiration from some family homes | | |
| **H.** | | Attendance issues with a small cohort of pupils | | |
| 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 |
|  | Closing of the gap in reading age of those pupils entering Y8 with a low reading age | | | Reading tests |
|  | Improved problem solving skills | | | Internal and external maths assessments |
|  | Increased independence via homework completion | | | Reduced number of sanctions for lack of homework |
|  | Improved resilience / reduced anxiety | | | Fewer referrals to HOH regarding anxiety, emotional vulnerability |
|  | Improve social skills in order to improve progress and wellbeing | | | Attendance at social skills club followed by survey of staff and pupils |
|  | Improved aspirations and parental engagement | | | Pupil attendance at extracurricular clubs and parental attendance at parents evenings and events |
|  | Improved attendance | | | Whole school attendance to be improved by…. |

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| * **Academic year** | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | | **When will you review?** | | |
| A | Measuring of impact of classroom teacher interventions for underachievers | We need to gather evidence about what works in individual contexts in order to make interventions as effective as possible | Class summary sheets will enable easier tracking of underachievement.  4 lens monitoring has a focus on underachievers.  CPD sessions will look at specific causes of underachievement and possible solutions.  Informal sharing of strategies during conversations in the cafe | | | Sept 2019 | | |
| Effective feedback | All teachers are providing targeted and timely feedback. This could be further refined to make marking as impactful as possible, whilst further reducing teacher workload | R&D group working with EEF to look at coded marking.  CPD sessions looking at effective feedback – sharing new ideas between subject areas. | | | Sept 2019 | | |
| STEP | New specifications require pupils to remember lots of key facts, information, quotes and equations. STEP will be used to reinforce this key knowledge | Pupils will be selected by HoDs working with link SLT to ensure that the correct cohort is identified. FCR will have the whole school overview | | | Sept 2019 | | |
| C | Whole school numeracy approach will focus on problem solving | Increase in requirement for problem solving in GCSE mathematics | Numeracy co-ordinator will design whole school numeracy programme. PP co-ordinators will ensure that this is targeted and strategic. | | | Sept 2019 | | |
| D | KS3 and KS4 homework clubs | KS3 homework club is well attended and valued by both teachers and pupils. HOH referrals to homework club will continue.  KS4 will have access to two homework clubs – one will be for HoH referrals, whilst the other will be more nurturing, in line with the KS3 homework club. | KS3 homework club will continue to be run by Deb, to ensure that there is continuity and consistency.  KS4 homework clubs will be overseen by the SENCo to ensure that they run efficiently and are valued by both pupils and teachers | | | Sept 2019 | | |
| Individual revision plans | Positive pupil voice regarding the use of a revision planner. Supports pupils with time management and breaks down revision into manageable chunks, therefore reducing anxiety. Bespoke activities and use of PLCs mean that plans are individualised. | Plan to be collated by PML.  HoDs to be involved in the quality assurance of plans from other departments. | | | Sept 2019 | | |
| E | Whole school CPD focus for the year. | Recent years have seen an increase in numbers of pupils becoming anxious prior to the examination period. This could be reduced by implementing strategies to make children more resilient. | Three whole staff insets will focus on resilience. Growth mindset will be launched to all pupils in assemblies. Opportunities will be provided for teachers to share good practice. | | | Sept 2019 | | |
| **Total Budgeted Cost** | | | | **£35,412.93** | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | | **When will you review?** | | |
| A | KS4 mentoring for targeted cohort. | Evidence from the last academic year shows that blue forms are most effective when implemented early.  A version of blue forms will be used with Y10, to enable early intervention  EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. | BWS and PRE to lead, following their successful project last year. A number of volunteers (one per pupil) will be trained by BWS and PRE to ensure that mentoring is standardised. Monitoring of short term impact will occur frequently, via analysis of data, analysis of number of rewards & sanctions and pupil & teacher voice | | | Sept 2019 | | |
| KS3 mentoring for targeted cohort | Last year’s DIG groups had limited impact. 1:1 mentoring will be used with all KS3 pupils identified as DIG. Evidence in EEF toolkit shows that 1:1 mentoring has impact. Further, the mentoring sessions will be focused on ‘Learning to learn’. Metacognition has strong evidence in the EEF toolkit. | Careful matching of teacher to pupil will allow positive working relationships to be established. T&L team will provide framework / conversation starters to enable mentoring to focus on learning to learn, particularly at key points throughout the year. Frequent feedback will be sought and actioned appropriately. | | | Sept 2019 | | |
| B | 1:1 reading | Reading data sheets from the last 5 years show positive impact of this strategy | Junior school teacher delivers session on how to help a child read. Reading logs to track progress and record difficult vocabulary | | | Sept 2019 | | |
| Visit to Barter books in Alnwick | Research evidence on reading for pleasure  <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf> | SENCo and LP for English will select pupils from the Y7 reading club (catch up readers) to take to Alnwick. Follow up work will maximise impact | | | Sept 2019 | | |
| E | School counsellor | School-based counselling is evaluated positively by service users and school staff; and is perceived by them as an effective means of bringing about improvements in students’ mental health and emotional wellbeing. School staff and service users also perceive school-based counselling as enhancing young people’s capacity to engage with studying and learning. It increases the extent to which all young people have an independent, supportive professional to talk to about difficulties in their lives (<https://www.bacp.co.uk/research/publications/School_Counselling.php>) | Pastoral team in frequent contact with school counsellor – both in making referrals and ensuring that sessions with school counsellor have impact, by making sure that follow-up is appropriate. | | | Sept 2019 | | |
| Ed psych and Andrew Fawkes to work with PP pupils who could potentially become vulnerable to anxiety | A number of younger pupils are experiencing extreme anxiety around school, home life and are distressed by world events. These students can develop into poor attenders or school refusers. They tend to become extremely stressed during exam periods. These are students whose parents have frequent communications with Heads of House and SENCo.  Evidence of impact : Improved attendance, parent voice, pupil voice, attendance during exam periods | SENCO to observe sessions and  oversee program | | | Sept 2019 | | |
| F | 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 will work with EVN (lead practitioner) and ASG – both of whom have an interest in this area. AJE will hold half termly meetings to ensure that the social skills group remains on track | | | Sept 2019 | | |
| G | Revision evening for parents | <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf>:  Parental engagement has a large and positive impact on children’s learning. This was the single most important finding from a recent and authoritative review of the evidence:  Parental involvement in the form of ‘at-home good parenting’ has a significant positive effect on children’s achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. (Desforges 2003).  Also, in-school evidence includes:  Positive feedback from previous sessions and  continued attendance of parents show that the parents forum is valued.  Previous increased attendance of PP parents at parents evenings following home contact | Session will be jointly led by AJE and NS, using ideas and resources from previous successful sessions. | | | Sept 2019 | | |
| Afternoon tea for PP parents and representatives from parents’ forum | Structure conversation with prompts.  PP co-ordinators will be on-hand to support | | | Sept 2019 | | |
| Parents of PP underachievers not attending parents’ evening will have home visits/ phone calls | Guidance about structure of the phone call will be produced by AJE and training will be given. | | | Sept 2019 | | |
| Praise postcards home from subject teachers / tutors | Policy for use of praise postcards will be established at pastoral board and HoD meeting. Policy will then be adhered to. | | | Sept 2019 | | |
| School counsellor to lead a session for parents | SENCo will QAQ session before delivery and will be on hand during the session to support as appropriate | | | Sept 2019 | | |
| H | Incentives for improved attendance | There is a clear link between poor attendance at school and lower academic achievement.  It is a school target to improve attendance by 0.86% and to reduce PA from 13.3% to 12.5% in this academic year | Experienced pastoral lead now focusing solely on attendance. New fortnightly incentives will be used to encourage good attendance.  Attendance officer will be appointed to work with persistent absentees and their families | | | Sept 2019 | | |
| H | Taxies for pp persistent non-attenders | In extreme circumstances reasonable adjustments need to be made for students to be able to access the curriculum and for some reason they may not be able to make their own way to school and taxis are supplied. For example: one PP student suffered from Chronic Fatigue , in liaison with his Occupational therapist he was taxied into school for a period of 6 weeks.  Evidence of Impact: improved attendance and contact with school maintained for a crucial period avoiding school refusal | Cases will be assessed on an individual basis and discussed at Pastoral Board.  AJE to liaise with Pastoral Board, parents and external agencies | | | Sept 2019 | | |
| Increased access to examinations | Safe Computers for exam arrangements for PP students who need access | Poor handwriting and presentation is a problem for a number of pupils. These pupils need to have access to safe computers for their examinations. In order for this to become their usual way of working, they should complete all key tasks on safe computers.  TA runs Handwriting session on Friday afternoons for individuals identified as having problems.  Evidence: Students have improved presentation.  Students have fair access to external examinations | Purchase of new exam laptops to be referred to ICT audit  Exam laptops only to be used for key tasks to improve general way of working and exams. Typing program encouraged.  Pupils to be referred to Mrs Mankowski via English department and approved by AJE | | | Sept 2019 | | |
| **Total budgeted cost** | | | | | **£218,404.28** | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | | **When will you review?** | | |
| G | Increased participation in extracurricular activities. eg STEM club, university visits | 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.  In-school evidence and rationale – high attendance rates at extra-curricular clubs and increases in pupil confidence and enjoyment of subjects. | Enthusiastic volunteers will run STEM club and lunchtime lectures. They will be required to feedback to SLT. | | | Sept 2019 | | |
| 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. | | | Sept 2019 | | |
| 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. | | | Sept 2019 | | |
| Effective careers guidance | Connexions begin their 1:1 interviews with our most vulnerable pupils. PP pupils are taken to South Tyneside careers convention. Last year this resulted in no neet pupils. We know the link between pp and neet and their reduced lack of social and economic prospects. Qualified professional impartial careers advice and follow up meetings at the post 16 provider are a way of ensuring pupils make a successful transition onto level 2 and 3 qualifications. We follow this up with destination data on every y11 pupil with a keen focus on pp children. | FCR maintains a full overview of careers guidance and keeps an accurate and up to date record of careers guidance for each pupil. | | | Sept 2019 | | |
| TICE initiative | Tice Initiative: this is creative enterprise involves up to 30 students of whom 50% must be PP students. Creative enterprise is a growing industry sector but start-up businesses and the equipment involved in acquiring necessary skills is expensive and can prohibit PP students from entering this type of employment. Pupils get to have a week of work experience with all additional fees funded to gain a first-hand insight and contacts in this expanding industry. Pupils are also interviewed and given feedback which helps them to build soft skills needed for future interview processes. | This initiative is run through a professional organisation and led by a dedicated member of teaching staff. | | | Sept 2019 | | |
| Camping trip for Y9 PP pupils | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/technical-appendix> :  There are five meta-analyses suggesting that outdoor adventure learning can consistently provide positive benefits on academic learning. Three of these have been published since 2000. The impact on academic outcomes ranges from 0.17 (controlled study comparisons) to 0.61. On average, pupils who participate in outdoor adventure learning activities appear to make approximately four additional months’ progress. Overall, the evidence is rated as moderate. | PP co-ordinators will liaise with outdoor ed provider to ensure appropriate programme of activities.  Pupils and teachers to take part in the residential will be carefully selected. | | |  | | |
| **Total Budgeted Cost** | | | | | **£41,044.79** | |
| **Complete Budgeted Cost** | | | | | **£294,862** | |