

Pupil premium strategy statement (St Wilfrid's RC College) 2019/2020

1. Current summary information (2019/2020)					
School	St Wilfrid's RC College				
Academic Year	2019/20	Total PP budget (est)	£ 273,965.00	Total PP spend allocated 2019/2020	£ 274,877.27
				Budget to spend Difference	£ 912.27
Total number of pupils	1205	Number of pupils eligible for PP	320	Date for next internal review of this strategy	09/2020

2. Current attainment - GCSE Summer 2019			
Attainment Measures	PP – STW*	All – STW*	All – Nat*
%4+ English	71.2%	83.6%	70.7%
%5+ English	44.2%	62.6%	56.8%
%4+ Mathematics	61.5%	74.9%	65.1%
%5+ Mathematics	30.8%	52.6%	56.8%
%4+ E&M	53.8%	67.8%	64.9%
%5+ E&M	21.2%	43.9%	42.4%
Progress 8 Average (est)	-0.254	-0.03	-0.03
Attainment 8 Average Grade	4.05	4.82	46.5

*Data compiled using SISRA Schools, full dataset from DfE not yet available

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.	Lack of aspiration and poor attitudes towards attainment
B.	Low reading age of pupils on entry to school
C.	Increased literacy demands of GCSE examination questions

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.	Anxiety associated with school work and examinations
F.	Poor social skills in a small number of KS3 pupils
G.	Lack of engagement from some hard to reach families
H.	Attendance issues with a small cohort of pupils, including tackling potential attendance issues associated with period poverty

4. Desired outcomes (desired outcomes and how they will be measured)

4. Desired outcomes (desired outcomes and how they will be measured)		How will impact be measured
A.	Improved attitudes towards attainment and increased aspiration	Performance in assessments and response to feedback
B.	Closing of the gap in reading age of those pupils entering Y7 with a low reading age	Reading tests
C.	Improved literacy	Internal and external assessments demonstrate improvements in accessing of questions
D.	Increased independence via homework completion	Reduced number of sanctions for lack of homework
E.	Reduced anxiety associated with school work and examinations	Fewer referrals to HOH regarding anxiety / emotional vulnerability
F.	Improve social skills in order to improve progress and wellbeing	Attendance at social skills club followed by survey of staff and pupils
G.	Improved parental engagement	Parental attendance at parents' evenings and events
H.	Improved attendance	Whole school attendance to be improved to above 95%

5. Planned expenditure						6.
Academic year		2019/2020				
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.						ii.
iii. Quality of teaching for all						iv.
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date	Budget Cost
A	Continuation of <i>planning for pupil progress</i> approach to lesson planning	Our focus on specifically targeting underachieving pupils ensures that we constantly strive to improve outcomes for all.	Improved access to data for HoDs – departmental overviews will allow ‘zooming in’ on particular underachievers. All 4 Lens monitoring has a focus on underachievers. Underachievers is an agenda item at all departmental and bucket link meetings. SISRA / FFT TRAINING	JHE	Sept 2020	£1700
	Effective assessment and feedback	Effective assessment can be used to identify gaps in learning and misconceptions, from which planning and interventions can be individualised and focused.	Reviews of assessment practices will take place during the curriculum review that is happening in the school.	JHE	Sept 2020	
	STEP	STEP will continue to be used strategically to target underachieving pupils. PP pupils will be a prominent group when making student selections for STEP cohorts.	Pupils will be selected by HoDs and verified by the SLT link to ensure that an appropriate cohort is identified. PRE will have the whole school overview of students on STEP.	PAR	Sept 2020	£12,000
C	To improve literacy through the development of	60% of NE wards have significant literacy need (National Literacy Trust 2017) yet it has a huge influence on student outcomes at KS4. The strongest factor affecting students’ science scores is how well they understand written texts (EEF & Royal Society report 2017). Oral	We are a Voice 21 partner school. Working with Voice 21 we will: <ul style="list-style-type: none"> Continue the momentum within our school to raise awareness and understanding of the value of oracy. Build a whole-school 	JHE, LOD, ATH, AJN	Sept 2020	£10,000

	oracy (oral literacy)	<p>language & literacy have been described as ‘inseparable friends’ (Snow 2016) which is the key reason we have chosen to focus on oracy.</p> <p>EEF evaluation of oral language interventions indicates up to 5 months additional progress over the course of a year with particularly marked benefits for disadvantaged students. With their strong focus on oral interventions, School 21 have in 2017 a P8 of 0.67 despite 48.4% of students being disadvantaged.</p>	<p>culture of talk, across the curriculum and beyond the classroom</p> <ul style="list-style-type: none"> • Develop leadership capacity for oracy by working closely alongside Oracy Pioneers and departmental oracy champions, equipping them with the tools they need to lead oracy in our context. • Strengthen classroom practice by upskilling teachers to become confident using oracy as a core pedagogy, and drawing upon evidence-based practical classroom strategies. Regularly review progress and make recommendations for further improvement using the latest research evidence on the impact of oracy 			£5000
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.	KS3 homework club will continue to be run by DH, to ensure that there is continuity and consistency. Staffing of Homework club.	DHN, PAS	Sept 2020	£6317.02
	Individual revision planners	Positive pupil voice regarding the use of a revision planner for the previous three years. This 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.	<ul style="list-style-type: none"> • Refinement of existing revision planners by departments, using learning from feedback on the 2019 exam series • Centrally-coordinated timetable to ensure that time • Clear communication of expectations to Heads of Department during Heads of Department meetings • Launch of revision planner to students in an assembly 	JHE, PAR	Sept 2020	£9000

			<ul style="list-style-type: none"> • Mini versions to be used during the run up to preliminary examinations so that students have a trial run before the external examinations 			
E	Continue to promote growth mindset whole-school	We are extremely pleased that Ofsted commented upon the resilience of our pupils. The strategies implemented last year are beginning to demonstrate impact. These strategies will continue, and Y7 will be introduced to the importance of growth mindset.	<ul style="list-style-type: none"> • Growth mindset assemblies from JHE will remind pupils at the start of the year • Y7 assembly to introduce them to growth mindset approaches at St. Wilfrid's • Postcards will continue to be delivered home • Tranquil Treehouse workshops. 	JHE, SLT, T&L team	Sept 2020	£1000
Total budgeted cost						£45,017.02
v. Targeted support						vi.
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date	
A	KS4 mentoring for targeted cohort	Evidence from last academic year shows the impact of 1:1 mentoring on a group of underachieving Y10 pupils. This strategy will be revisited with a group of pupils this year. This year we will use SLT mentoring where key cohorts of underachieving boys will have a blue report and work have SLT mentors, focussing particularly on attitudes to learning and . EEF research suggests that mentoring has a positive impact on student outcomes.	<ul style="list-style-type: none"> • Cohorts will be selected by SLT to ensure that the students in most need will receive the mentoring • SLT mentors will have just one student each, to ensure that they get to know them well and understand their barriers, in order that mentoring is personalised • The mentoring will happen in 4-week cycles, with assessments either side (preliminary examinations or data drops) to track impact 	PG, PR, BW AFB	Following each round, final review Sept 2020	£ 23,612.65

	Blue report mentoring	Selected staff mentors across the school work with underperforming students to support them in their organisation, enthusiasm and work ethic.	<ul style="list-style-type: none"> • Cohorts will be selected by SLT to ensure that the students in most need will receive the mentoring • Mentors will have a small cohort each, to ensure that they get the opportunity to understand each of the individuals' contexts • The mentoring will happen in 4-week cycles, with assessments either side (preliminary examinations or data drops) to track impact • Blue report scores will be tracked so that movement in attitude can also be tracked 	PG	Following each round, final review Sept 2020	
	White/yellow/red reports	Students across KS3 and KS4 will receive white reports when their attitude to learning is not of the desired standard. The white report will encourage them to improve their in-class attitude to learning, as well as the quality of homework.	<ul style="list-style-type: none"> • HOH to identify students following the tracking of credits and debits on SIMS • HOH/AHOH to meet all students each day to monitor the progress of each students and conduct 1:1 conversations about progress 	HOH	Sept 2020	
B	1:1 reading	Reading data sheets from the last 5 years show positive impact of this strategy.	<p>Reading logs to track progress and record difficult vocabulary</p> <ul style="list-style-type: none"> • Use of teachers & TA's to support 1 to 1 reading. 	CSE	Sept 2020	£21,767.35 £3,257.25
	Visit to Barter books in Alnwick	This was a brilliant day last year – positive pupil and teacher voice.	<ul style="list-style-type: none"> • 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 	CSE	Sept 2020	£11,383.45
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	Pastoral team in frequent contact with school counsellor – both in making referrals and ensuring	CMD CSE	Sept 2020	

		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	that sessions with school counsellor have impact, by making sure that follow-up is appropriate. <ul style="list-style-type: none"> The Road Centre Counselling 			£18,000
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. Positive impact observed in previous years – improved self-confidence observed in those attending social skills club.	EVN (lead practitioner) and ASG – both of whom have an interest in this area.	CSE	Sept 2020	
	6 th Form mentoring of key students	During 6 th form enrichment time on a Wednesday afternoon, 6 th formers will be trained up as pastoral mentors by ETN (school counsellor). These students will then be allocated one student in KS3 who finds social situations challenging, and they will work with them to develop their social skills.	<ul style="list-style-type: none"> Professional training from school counsellor to ensure that quality of content is high Time allocated on 6th form student timetables to carry out the mentoring (enrichment) 6th form students to keep a log of the work undertaken with the KS3 students 	ETN SLD TAN SHR		£15,329.10
G	Praise postcards home from subject teachers / tutors	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:	Praise postcards will continue to be used, as per policy established by Heads of Department in 2018.	HoDs	Sept 2020	£4000
	Attendance officer	Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's	Attendance officer has been appointed to work with persistent absentees and their families	CMD DHN	Sept 2020	£25,268.06

	Incentives for improved attendance	<p>achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. (Desforges 2003).</p> <p>Also, in-school evidence includes: Positive feedback from previous sessions and continued attendance of parents show that the parents forum is valued.</p> <p>Previous increased attendance of PP parents at parents evenings following home contact</p>	Students who attend well will be offered in-school incentives, such as queue jump passes for lunch time, to encourage better attendance. Pastoral team will oversee the distribution of celebratory aspects for good attendance, and spread these throughout each term.	CMD	Sept 2020	
H	Reduce period poverty	<p>Evidence suggests that one of the contributing reasons to female Pupil Premium absence is due to period poverty.</p> <ul style="list-style-type: none"> ▪ 49 per cent of girls have missed an entire day of school because of their period, of which 59 per cent have made up a lie or an alternate excuse ▪ One in ten girls (10 per cent) have been unable to afford sanitary wear ▪ One in seven girls (15 per cent) have struggled to afford sanitary wear ▪ One in seven girls (14 per cent) have had to ask to borrow sanitary wear from a friend due to affordability issues ▪ More than one in ten girls (12 per cent) has had to improvise sanitary wear due to affordability issues <p>https://plan-uk.org/media-centre/plan-international-uks-research-on-period-poverty-and-stigma</p> <p>International research from poor-resource settings suggests that insufficient access to menstruation products and poor menstruation education is often associated with stigma, low mood and poor educational</p>	<ul style="list-style-type: none"> • School Council – leadership by SLT to oversee focus. • Quality assurance via SLT meetings – findings and proposals to be shared at these meetings for approval. • Evidence informed. Ensure that all proposals are rooted in evidence from a variety of stakeholders (either qualitative or quantitative) including pupil voice. • Evaluation of research and any linked actions taken. • Collaboration with the Red Box Project to ensure the quality of resources and use their expertise to drive maximum impact 	AFB	Sept 2020	£4379.94

		engagement https://www.lkmco.org/period-poverty-dofe-statistics-speak-for-themselves				
Total budgeted cost						£136,997.80
vii. Enrichment activities & other approaches						viii.
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date	
A	Increased participation in extracurricular activities. eg STEM club, university visits, Active lunch, sports teams,	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. Positive social time experience for students	<ul style="list-style-type: none"> Enthusiastic volunteers will run STEM club. They will be required to feedback to SLT. Pupil involvement in extra-curricular activities monitored and assessed. 	VHL	Sept 2020	£51,596
	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.	AMR	Sept 2020	£16,000.00
	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. Continue the smooth and regular communication between programme officers and PhD students in order that the programme runs smoothly.	CPE	Sept 2020	£7,000 £2499.21
	Effective careers guidance	Connexions begin their 1:1 interviews with our most vulnerable pupils. PP pupils are taken to South Tyneside careers convention. We understand the link between PP and NEET and their reduced lack of social and economic	VHL maintains a full overview of careers guidance and keeps an accurate and up to date record of careers guidance.	VHL	Sept 2020	£10,000

		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.				
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. Positive impact was demonstrated last year.	This initiative is run through a professional organisation and led by a dedicated member of teaching staff – AJS, with support from SLT (VHL)	VHL	Sept 2020	£4,267.24	
Camping trip for Y9 PP pupils	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/technical-appendix Positive qualitative impact last two years. Pupil and teacher voice was very strong.	<ul style="list-style-type: none"> PP co-ordinators will liaise with outdoor education provider to ensure appropriate programme of activities. Pupils and teachers to take part in the residential will be carefully selected. 	JHE	Sept 2020	£1,500	
Reward activity during activities week	Internal data shows that large numbers of PP pupils do not attend the whole school reward activity during our activities week. The cost of this activity is a concern for some families. The activity will now be fully funded by school, so that these children are not excluded from the reward trip, and it can therefore be used as an incentive for excellent effort and behaviour throughout the year.	Heads of house coordinate the reward activity and will ensure that all children have access.	CMD	Sept 2020		
Total budgeted cost						£92,862.45

7. Additional detail

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

