# St Edmund Arrowsmith Catholic High School - Pupil Premium Strategy Statement 2017-18

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| 1. **Summary information** | | | | | |
| **School** | **St Edmund Arrowsmith Catholic High School, Wigan.** | | | | |
| **Academic Year** | 2017-18 | **Total PP budget** | £116,025 | **Date of most recent PP Review** | 16.1.18 |
| **Total number of pupils** | 1206 | **Number of pupils eligible for PP for financial year**  **Number of pupils eligible for PP for academic year** | 122  153 | **Date for next internal review of this strategy** | June 2018 |

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| 1. **Current attainment** | | | | | | |
|  | | | | Pupils eligible for PP (your school) | | Pupils not eligible for PP |
| **% achieving basics 9-4 in Eng & Maths** | | | | **36%** | | 75% |
| **% achieving basics 9-5 in Eng & Maths** | | | | **12%** | | 52% |
| **% achieving 9-4 in Eng** | | | | **64%** | | 89% |
| **% achieving 9-4 in Maths** | | | | **56%** | | 79% |
| **% achieving 9-5 in Eng** | | | | **56%** | | 77% |
| **% achieving 9-5 in Maths** | | | | **20%** | | 55% |
| **Average Progress 8** | | | | **-0.42** | | 0.08 |
| **Average Attainment 8** | | | | **41.01** | | 53.42 |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor literacy skills)* | | | | | | |
|  | | | Lower literacy and numeracy skills affect students’ ability to progress across the curriculum.  16 of 42 (38%) disadvantaged students receive literacy and/or numeracy support compared to 20 of 210 (9.5%) other students. | | | |
|  | | | Low levels of motivation and engagement with education and learning hamper progress and create disaffection. | | | |
|  | | | Lower attainment of disadvantaged pupils in English and Maths at KS4 than that of other pupils.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | P8 2017 | PP | Other | PP Boys | Other Boys | PP Girls | Other Girls | | *English Language* | -0.037 | 0.09 | -0.38 | -0.17 | -0.36 | 0.37 | | *Maths* | -0.64 | -0.32 | -0.35 | -0.20 | -0.84 | -0.45 | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | |
| **D.** | | Disadvantaged students are more likely to have lower attendance than their non-disadvantaged peers. See figures below for 2016-17.   |  |  |  | | --- | --- | --- | | Year Group | Average % attendance 2016-17 DA | Average % attendance 2016-17 other | | 7 | 95.04 | 96.08 | | 8 | 90.72 | 96.29 | | 9 | 90.72 | 95.59 | | 10 | 94.0 | 95.9 | | | | | |
| **E.** | | Poor attitude to homework and learning at home can be exacerbated by a challenging home environment. | | | | |
| **F.** | | Lack of parental support and guidance can affect progress and lead to low aspirations. | | | | |
| 1. **Desired outcomes** *(desired outcomes and how they will be measured)* | | | | | Success criteria | |
|  | Improved progress in literacy and numeracy.   * Tracker data provided at 4 points during the year * IDL and SYMPHONY tracking tests * Better Reading test results for DA pupils | | | | DA students make at least expected progress in English and Maths.  i.e. 2 SEA sub-levels of progress per year. | |
|  | DA pupils display higher levels of engagement which promotes better progress.   * BFL data provided at 4 points during the year indicates attitudes to school and learning * DA students participate in pastoral programmes such as The Extra Mile and Year 8 Challenge * Portal log records fewer incidents of poor behaviour/disaffection * Access to counselling/support services reduces or has positive results * Student voice records strong levels of satisfaction with school and learning | | | | Improved social and emotional skills have a positive impact on learning and progress.  Track BFLs throughout the year and see pupil voice questionnaire results | |
|  | The gap between DA and other in progress made in English and maths begins to close. | | | | In-house exam results  GCSE exam results | |
|  | The attendance of DA pupils is at least in line with the school target for attendance (96%)?   * Attendance data provided at 4 points during the year * Attendance information and actions shared at case conferences by pupil services and SLCs | | | | Gap in attendance figures of DA and other pupils is closed. | |
|  | DA students see relevance and benefits of independent study at home and develop resilience and motivation to complete homework and learning tasks in their own time. | | | | KS3 SEA levels of progress made by DA pupils is at least equal to that of other pupils.  KS4 exam/controlled assessment results of DA students are at least as good as those of other pupils. | |
|  | DA students aspire to succeed.   * At least expected progress is made – see tracker data at 4 points in the year * BFLs are at least as good as those of other pupils * Careers interview records show pupil aspiration and future plans * Participation in extra-curricular activities by DA is equal to that of other pupils (See Extra Mile and Y8 Challenge records) * Student voice records pupil satisfaction with school and learning experience * Information provided by sixth form colleges shows leavers’ college engagement | | | | DA students are engaged in their learning, making progress that is at least equal to that of other students nationally and have a clear future vision of their future goals. | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2017-18** | | | | |
| 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?** |
| Quality first teaching for all students resulting in strong engagement and at least expected progress being made across the curriculum. | Raise staff awareness of QFT concept through Teaching & Learning group which will lead to:  -highly focused lesson design with sharp objectives  -high demands of pupil, interaction, involvement and engagement with their learning  -appropriate use of teacher questioning, modelling and explaining alongside high quality feedback and opportunities to revisit key skills/knowledge to embed the acquisition of skills or knowledge  -an expectation that pupils will accept responsibility for their own learning and work independently  -regular use of encouragement and authentic praise to engage and motivate pupils. | | Sutton Trust Research 2011  ‘The effects of high-quality teaching are especially large for pupils from disadvantaged backgrounds, who gain an extra year’s worth of learning under very effective teachers compared to poorly performing teachers.’\*  \***’Improving the impact of teachers on pupil achievement in the UK’** p5  **Several of the features of QFT teaching are referenced in the Sutton Trust EEF toolkit. E.g.**  collaborative learning +5 months  peer tutoring +5 months  feedback +8 months  mastery learning +5 months | * Discussed at Teaching and Learning Forum and feedback to departments. Future intention of QFT being a subject for whole school INSET. * Planned programme of learning walks, observations & work scrutinies. * Close tracking of pupils’ progress via school portal & SISRA * Student voice feedback | SLT  HODs  SLCs  LCs | June 18 |
| Students who struggle with maths and English make expected progress at GCSE.  Y11 students identified as not making expected progress in subjects across the curriculum fill any gaps in skill or knowledge | Students who find English and maths challenging have extra maths and English (EMEC/EEC) lessons to allow more time for subject skills to embed.  -Question level analysis of student class and exam work  -Programme of targeted intervention put in place  -Creation of Extra-Curricular Priority Intervention Sessions | | Some students need more time or more individualised input from a teacher in order to acquire necessary skills.  **EEF toolkit:**  small group tuition +4 months  mastery learning +5 months  (Lower attaining pupils may gain more from this strategy than high attaining students, by as much as one or two months' progress, so mastery learning appears to be a promising strategy for narrowing the gap.)  Some students need more time or more individualised input from a teacher in order to acquire necessary skills.  **EEF toolkit:**  extending school time +2 months  small group tuition +4 months  mastery learning +5 months | Track pupil progress  Discuss at line management meetings  HOD to monitor resources/teaching through LWs  Discussion at SLT & HOD level and in line management/department meetings | GM  HODs of English maths  LP | June 18  June 18 |
| **Total budgeted cost** | | | | | | N/A |
| 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?** |
| Improved progress in KS3 literacy and numeracy | Literacy & numeracy support (includes access to digital learning with some reference to phonics)  Hold a parents’ meeting for Y7 pupils to introduce resources to parents and for them to meet literacy and numeracy teams. Update parents re progress at Y7 parents’ evening.  -KS3 - extra literacy & numeracy lessons. | | 38% DA students receive literacy and/or numeracy support compared to 9.5% of other students.  **EEF Toolkit:**  Phonics +4 months  Reading Comprehension strategies +5 months  Small group tuition +4 months  Parental involvement +3 months | -Follow a planned programme of learning walks, book scrutinies  -Track pupil progress | HODs of English and Maths | June 18 |
| Attendance of disadvantaged pupils is at least as good as that of other pupils. | -Close liaison between range of pupil support services and SLCs monitors attendance and explores and addresses reasons for poor attendance  -pupils with poor attendance are targeted and supported e.g. home visits/liaison with parents  -inclusion manager and counsellor work with students to re-integrate them back into school after periods of absence and address behaviour/causes of low attendance e.g. through use of crucial skills programme  -Pupil Services team, SLCs and LCs identify any financial barriers to students performing well in school or accessing activities run by the school | | See attendance rates cited in Barriers to Learning Section D above. % attendance of DA pupils tends to be lower than that of other pupils.  **EEF toolkit:**  Parental Involvement +3 months  Behaviour interventions +3 months  Social and Emotional learning +4 months  ‘Out-of-school activities can help build self-confidence. Children from advantaged backgrounds experience more structured and supervised out-of-school activities.’  *‘Experiences of poverty and educational disadvantage’ published by the Joseph Roundtree Foundation September 2007* | -Overall attendance monitored by SLT with pastoral responsibility and each year group’s SLC  All intervention logged on school portal  -Attendance discussed 4 times per year at disadvantaged pupil case conferences and in Learning Champion Meetings | Deputy head with pastoral responsibility  Seconded assistant head with responsibility for disadvantaged students  Pupil services team | June 18 |
| **Total budgeted cost** | | | | | | £ 67,526 |
| 1. **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?** |
| Disadvantaged students see relevance and benefits of independent study at home and develop resilience and motivation to complete homework and learning tasks in their own time. | -Pastoral SOW includes topic of homework and teaches revision skills where apt  -Subject teachers set apt homework and adhere to school policy if homework is not completed  -Subject teachers teach revision skills pertinent to their subject  -SLCs monitor persistent non-homework offenders & support pupils with homework cards  -Where apt, pupils are referred to homework clubs/sessions  -Appointment of 4 Learning Champions to work with DA cohorts  SLCs/LCs identify any additional needs E.g. financial support for hardship, learning support materials (includes cost of on-line literacy and numeracy programmes) and ensures provisions are made  Relevant staff are offered CPD opportunities  -LC with responsibility for ‘catch up’ runs nightly sessions for identified cohort  -Underperforming Y11 students are placed on a mentoring programme | | DA students often experience barriers to successful learning at home e.g. basic facilities or adult role models. Such independent study is necessary for good progress to be made.  **EEF Toolkit**  Homework +5 months  Mentoring +1 |  | Seconded SLT with responsibility for DA pupils  Deputy with pastoral responsibility  HODs  SLCs | June 18 |
| Disadvantaged students aspire to succeed. | -Use Pupil Premium Checking Service to ensure appropriate funding is in place  -Use various engagement programmes/activities to encourage aspiration and involvement in out of the classroom experiences. E.g. range of trips and school holidays, The Extra Mile, The Y8 Challenge, BBC School Report, ROAR club and D of E Award Scheme | | Parents may not know of the PP funding/may need assistance with form filling  **EEF Toolkit**  Arts participation +2  Outdoor Adventure Learning +4  Sports Participation +2  ‘Out-of-school activities can help build self-confidence. Children from advantaged backgrounds experience more structured and supervised out-of-school activities.’ (See above.) | Track pupil progress  Monitor participation in pastoral engagement programmes such as The Extra Mile or The Y8 Challenge  Use student voice questionnaire results  Monitor careers’ interview records  Monitor post 16 destinations | School Business Manager  SLT with responsibility for DA pupils  ALCs |  |
| **Total budgeted cost** | | | | | | £48,499 |

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