# St Edmund Arrowsmith Catholic High School - Pupil Premium Strategy Statement 2018-19

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| 1. **Summary information** | | | | | |
| **School** | **St Edmund Arrowsmith Catholic High School, Wigan.** | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £124,635 | **Date of most recent PP Review** | 18.5.18 |
| **Total number of pupils** | 1202 | **Number of pupils eligible for PP for financial year (+ 6 Service children)**  **Number of pupils eligible for PP for academic year** | 126  (£1,800)  141 | **Date for next internal review of this strategy** | Nov 18 |

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| 1. **Current attainment** | | | | | | |
| Based on GCSE Results in ASP November 2018 | | | | Pupils eligible for PP (your school) | | Pupils not eligible for PP (your school) |
| **% achieving basics 9-4 in Eng & Maths** | | | | **44%** | | 80% |
| **% achieving basics 9-5 in Eng & Maths** | | | | **17%** | | 55% |
| **% achieving 9-4 in Eng** | | | | **67%** | | 92% |
| **% achieving 9-4 in Maths** | | | | **55%** | | 81% |
| **% achieving 9-5 in Eng** | | | | **33%** | | 79% |
| **% achieving 9-5 in Maths** | | | | **25%** | | 59% |
| **Average Progress 8** | | | | **-0.60** | | 0.13 |
| **Average Attainment 8** | | | | **37.50** | | 54.59 |
| 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.  10% of disadvantaged students received literacy support compared to 3% of other students.  13.6% of disadvantaged students received maths support compared to 5.5% of other students. | | | |
|  | | | Low levels of motivation and engagement with education and learning hamper progress and create disaffection. | | | |
|  | | | Lower attainment of disadvantaged pupils in English (boys only) and Maths at KS4 than that of other pupils.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | P8 2018 | PP | Other | PP Boys | All Boys | PP Girls | All Girls | | *English* | -0.56 | 0.28 | -1.21 | -0.35 | 0.46 | 0.66 | | *Maths* | -0.55 | -0.22 | -0.56 | -0.29 | -0.55 | -0.21 | | | | |
| **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 2017-18.   |  |  |  | | --- | --- | --- | | Year Group | Average % attendance 2017-18 DA (PP) | Average % attendance 2017-18 (all) | | 7 | 94.1% | 95.9% | | 8 | 94.6% | 95% | | 9 | 90.6% | 95.7% | | 10 | 90.1% | 94.9% | | | | | |
| **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. | | | | |
| **G.** | | Disadvantaged students experience a range of individual barriers which may impede their progress. | | | | |
| 1. **Desired outcomes** *(desired outcomes and how they will be measured)* | | | | | Success criteria | |
|  | Improved progress in literacy and numeracy and English and Maths   * 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 * Selected DA students attend Learning Champion learning support sessions * KS4 DA Students attend Priority Intervention sessions * DA students participate in pastoral programmes such as The Extra Mile, Beat Your Best and Stand Out from the Crowd * 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 attitudes to learning and progress shown by positive pupil voice questionnaire results  Average DA pupil BFL scores are the same as those of nonDA pupils. | |
|  | The gap between DA and other in progress made in English and maths begins to close. | | | | In-house exam results and GCSE exam results show the gap has closed. | |
|  | 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.  (2018 GAP = 0.62) | |
|  | 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, , Beat Your Best and Stand Out from the Crowd 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. | |
|  | Information about individual barriers are discussed and shared and assistance/interventions in place where apt.   * Case Conference minutes * Greater staff awareness of barriers faced by some PP students and the interventions in place to help them succeed. | | | | Heightened awareness of these students shown in professional conversations at all levels  i.e. Line manager results analysis, 1:1 meetings, LWs and observations. | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2018-19** | | | | |
| 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. | Creation of department T & L policies in-keeping with updated whole School T & L policy. Application of dept T & L policies to day to day teaching.  Develop teachers’ pedagogy through 1) T & L Research Eddies group. Research findings to be shared with whole staff at DLWs 2) Literacy and Numeracy group initiative (audit)  Raise profile and explore ways to ensure delivery of QFT in whole school and dept led INSET.  Develop use of PALs at KS4  . | | 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  Meta-cognition and self regulation +7 months | * Updated policy discussed at HODs and time given for dept to draft own policy in DLW * Meetings of T & L group calendared and research discussions monitored by GMO * Planned programme of learning walks, observations & work scrutinies to see how use of PALs is developing with Y10 * Close tracking of pupils’ progress via school portal & SISRA (LCs to have cover time allocated for this – system of broad data review to be developed) * Student voice feedback       **Total budgeted cost**  **Total budgeted cost** | SLT  HODs  SLCs  LCs | On-going and at mock and trial exams  Summative Review Sept 19  **£5,000** |
| 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?** |
| Students who struggle with maths and English make expected progress at KS3 and KS4 (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 (KS3 intervention/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 (Data drops/Better reading/IDL scores)  Discuss at line management meetings  HOD to monitor resources/teaching through LWs  Discussion at SLT & HOD level and in line management/department meetings | VE  HODs of English maths  LP | On-going via data drops and at mock and trial exams  Summative Review  Sept 19  On-going and at mock and trial exams  Summative Review  Sept 19 |
| Attendance of disadvantaged pupils is at least as good as that of other pupils. (Target of 96%) | -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.  - The same team liaise to introduce a system of ‘Back to School’ interviews for DA students. | | 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  Associate assistant head with responsibility for disadvantaged students  Pupil services team | On-going (data drops and case conferences)  June 19 |
| **Total budgeted cost** | | | | | | £ 65,961 |
| 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 with support develop resilience and motivation to complete homework and learning tasks in their own time. | -Pastoral SOW includes topic of homework and form and subject teachers teach 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 5 Learning Champions (release them for data drops) 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/laptop for schools subsidies) and ensures provisions are made  -LCs run homework/intervention sessions for identified cohort | | 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. LCs play the role of ‘interested adult’ for DA students who may lack such an adult in their lives.  **EEF Toolkit**  Homework +5 months | Subject teachers ensure & monitor h/w and/or revision completion and report persistent failures to HOD/SLC as apt.  SLC and LC collaboration monitors PP students with poor h/w records, liaises with parents accordingly and offers H/w support.  Attendance at h/w clubs is monitored.  Impact of H/w support is evaluated via pupil voice. | Associated Assistant Head with responsibility for DA pupils  Deputy with pastoral responsibility  HODs  SLCs  LCs | On-going and June 19 |
| DA students engage further with school life and aspire to succeed. | -Use Pupil Premium Checking Service to ensure appropriate funding is in place  -Use various engagement programmes/adventure learning 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.) | As part of data drop tracking, LCs monitor participation in pastoral engagement programmes such as The Extra Mile or The Y8 Challenge  (On-line recording systems to be developed, trialled and evaluated during the year.)  Use student voice questionnaire results  Monitor careers’ interview records  Monitor post 16 destinations | School Business Manager  Associate Assistant Head with responsibility for DA pupils  ALCs  LCs | Participation records show DA pupils engage with enrichment opportunities on the same levels as non DA pupils. |
| **Total budgeted cost** | | | | | | £53, 674 |

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