ST JOHN PAYNE CATHOLIC SCHOOL PUPIL PREMIUM STRATEGY

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| Academic Year | 2017-18 | PP budget FY £155,680 | 17/18 CFWD £31,413 | Strategy review | September 2018 |
| No. on roll | 1124 | No. eligible for PP | 162 |  |  |

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| **Current attainment (Y11 2017-18 summary)** *\*to be completed once results known August 2018* | | | |
|  | | Students eligible for PP (27) | Students not eligible for PP (157 ) |
| % attaining English & mathematics at 4+ | |  |  |
| % attaining English & mathematics at 5+ | |  |  |
| % attaining 5 standard passes including EM: grades 9-4 | |  |  |
| % attaining 5 strong passes including EM: grades 9-5 | |  |  |
| Progress 8 for English / Maths | |  |  |
| % entered for the EBacc | |  |  |
| % of cohort attaining the Ebacc (strong pass) | |  |  |
| % of cohort attaining the Ebacc (standard pass) | |  |  |
| Progress 8 score average | |  |  |
| Attainment 8 score average | |  |  |
| **Barriers to future attainment** | | | |
| 1 | Lower reading ages and literacy and numeracy acquisition lead to slower rates of progress | | |
| 2 | New GCSE course content and exam questions require high levels of literacy and reading comprehension | | |
| 3 | Attendance, engagement and behaviour for learning can adversely impact progress | | |
| **Attendance rates of students eligible for PP 2017-18** | | | |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **7** | **8** | **9** | **10** | **11** | **Total** | | **PP** |  |  |  |  |  |  | | **Non PP** |  |  |  |  |  |  | | **Gap** |  |  |  |  |  |  | | | | |

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| **Desired outcomes** | **Support & intervention** | **Success criteria** |
| Increased reading ages for Year 7 students | DEAR; literacy and reading comprehension starters in English | Reading ages increase at rate to narrow gap between PP and non PP students |
| Improved rates of progress in English & maths across KS3 | Grouping to afford lower achieving students access to best teaching and opportunities to partner with students demonstrating positive engagement and models of success; dedicated intervention time in English & maths | Narrowed attainment gap between PP and non PP  Baseline assessment of students receiving 1:1 tuition; progress monitored via tracking and tutor/class teacher assessment  Additional support offered as identified via tracking |
| Improved ability to access GCSE examination papers | Exam literacy | Increased % of students achieving/exceeding targets |
| Improved behaviour for learning | Reduced curriculum; curriculum support lessons; mentoring; Chaplaincy & Pastoral support; ‘*Catch them doing something right’*. | Reduction in behaviour points, Inclusion, and fixed-term exclusion |
| Increased attendance | School based meetings; Attendance officer family liaison | Reduced gap in attendance |

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| **Allocation of 2017-18 budget** | **£ 224,214** | **Detail** |
| Staffing | 80,000 | Additional staffing affords smaller class sizes in En/ma; disadvantaged students placed to allow access to best teaching and partnership with models of success |
| 1:1 tuition En/ma | 45,747 | Weekly targeted individual tutoring from specialist tutors |
| Tutor time support | 10046 | LSA/HOD small group intervention |
| Breakfast club (+ staffing) | 1,000 | Social time; developing responsibility; developing self-esteem & community |
| Brentwood Catholic Youth Service/Renew/YMCA | 5,000 | Counselling to develop self-esteem and aid mental health & wellbeing |
| Catch 22 mentoring | 4,508 | Mentoring to improve engagement and responsibility |
| Attendance officer | 15,000 | Building the three way partnership between home, school & parish |
| Star reading | 2,500 | Promoting reading to improve access to learning across curriculum |
| Alternative provision (Transforming Lives for Good) | 13,327 | Christian school based at Elim Life Church: develops self-esteem and responsibility |
| Other resources, uniform and access to trips/visits and music lessons | 15673 |  |
| Carried Forward | 31,413 | To be utilised up to August 2018 |

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| **Review of 2017-18 expenditure (referenced to School Improvement Plan)** | | | |
| **Desired outcome** | | **Support & intervention** | **Impact & evaluation** |
|  | Reducing attainment gaps (SIP 2) | * Books & folders record current attainment, target grades, and advice for improvement * Books & folders evidence increasing pupil understanding over time supported by teacher feedback; HOD/HOY/Tutors record support * Timetable affords En/ma intervention time; tracking & results evidence impact of intervention |  |
|  | Improve performance in subjects where there is a gap in progress of similar pupils compared to other subjects (SIP 3a + c) | * Use performance data to identify variation between classes so as to direct development of best practice * Review specifications to select most appropriate courses * Identify additional or alternative courses and target alternative provision * Review role of the LSA to target support to vulnerable or disengaged pupils * Use Learning Mentors to support identified pupils * Review and extend role to support individuals and small groups. * Use data to review progress of different groups and embed support systems. * Revise LSA/Pastoral support job descriptions & deployment; train for greatest efficacy |  |
|  | Further reduce the amount of low level disruption in lessons (SIP 4) | * Ensure the new behaviour policy is understood and embedded by all stakeholders * Ensure that sanctions and rewards are applied consistently, exercising discipline with dignity and the principle, *‘Catch them doing something right.’* * Apply sanctions consistent with our Catholic ethos, pursuing restorative justice and reconciliation, and emphasising opportunities to educate * Student voice to evidence sense of value & self-worth; ability to reflect and accept responsibility |  |

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| **Planned expenditure 2018-19** | | | | |
| **Quality first teaching** | | | | |
|  | **Desired outcome** | **Action** | **Rationale** | **Review/Success criteria** |
| 1 | Equitable progress for disadvantaged students | Equitable deployment of best teaching and grouping allocation to afford disadvantaged students best opportunity of success; CPD: best teaching strategies to stimulate, engage & challenge | Offer students with lowest literacy & numeracy a model of success | Timetable audit; strategies promoted in CPD to be observed in learning walks; results to indicate narrowing of achievement gaps |
| 2 | Improved use of data to identify underperformance and implement support | Train teachers in monitoring and tracking progress; communicate underperformance with students & parents; class teacher/HOD/Tutor/Pastoral/SLT to address barriers to learning | Identification of underperformance allows targeted support and evaluation of impact | Accurate tracking; record of targeted support; tracking & results evidence progress |
| **Targeted support** | | | | |
| 3 | Improved progress in En/ma | 1:1 tuition & tutor time support; strategic grouping to afford disadvantaged access to best teaching and opportunities to partner with role models of success | En/ma are key to progress across curriculum | Timetable/groups audit & student voice |
|  | Improved attendance | Attendance officer: School Based Meetings/MECES support to work with families; address barriers to learning | Students assured they are valued and supported; habit-forming – establish positive attendance | Improved attendance; record of support offered to remove barriers to learning |
|  | Improved behaviour, self-esteem, sense of value | Assign disadvantaged students a Y12/staff mentor | Self-esteem a determinant of success | Student voice; improved attendance; reduced BPs/increased APs; fewer instances of Inclusion/Exclusion |

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| **Allocation of 2018-19 budget** | **£ 187,093** | **Detail** |
| Staffing | 85,000 | Additional staffing affords smaller class sizes in En/ma; disadvantaged students placed to allow access to best teaching and partnership with models of success |
| 1:1 tuition En/ma | 34,078 | Weekly targeted individual tutoring from specialist tutors |
| Tutor time support | 5,000 | LSA/HOD small group intervention |
| Breakfast club (+ staffing) | 1,000 | Social time; developing responsibility; developing self-esteem & community |
| Brentwood Catholic Youth Service/Renew/YMCA | 10,046 | Counselling to develop self-esteem and aid mental health & wellbeing |
| Catch 22 mentoring | 12,898 | Mentoring to improve engagement and responsibility |
| Attendance officer | 15,000 | Building the three way partnership between home, school & parish |
| Star reading | 2,500 | Promoting reading to improve access to learning across curriculum |
| Alternative provision (Transforming Lives for Good) | 12,500 | Christian school based at Elim Life Church: develops self-esteem and responsibility |
| Other resources and access to trips/visits and music lessons | 9,071 |  |