

## ST JOHN PAYNE CATHOLIC SCHOOL PUPIL PREMIUM STRATEGY STATEMENT

1. Summary Information					
Academic Year	2018-19	PP budget FY £141,490	17/18 CFWD £31,413	Strategy review	
No. on roll	1125	No. of pupils eligible for PP	151		

2. i Historical comparisons: attendance				
	2015-16	2016-17	2017-18	2018-19
PPG	89.5%	89.5%	92%	93.03%
Non PPG	94.3%	94.04%	95.02%	96.29%

2. ii Historical comparisons: Progress 8 attainment				
			2017	2018
Progress 8	All		-0.04	0.16
	PPG		-0.88	-0.27
	Non PPG		0.11	0.23
	Gap		<b>-0.99</b>	<b>-0.50</b>
Progress 8 English	All		-0.08	0.29
	PPG		-0.31	0.22
	Non PPG		0.57	0.30
	Gap		<b>-0.88</b>	<b>-0.08</b>
Progress 8 Maths	All		0.42	0.27
	PPG		-0.96	-0.20
	Non PPG		0.08	0.35
	Gap		<b>-1.04</b>	<b>-0.55</b>

<b>2 iii Historical comparisons: Exclusions</b>			
	<b>Non PPG</b>	<b>PPG</b>	<b>PPG as % of all</b>
<b>22015/16</b>	151	109	41.9
<b>2016/17</b>	122	79	35.7
<b>1017/18</b>	88	54	38.0

<b>3 Current attainment 2018 summary</b>		
	Students eligible for PP ( )	Students not eligible for PP ( )
Average KS2 prior attainment	4.40	4.97
% attaining English & mathematics at 4+	50%	79%
% attaining English & mathematics at 5+	27%	63%
% attaining 5 standard passes including EM: grades 9-4	42%	76%
Progress 8 score average	-0.27	0.23
Attainment 8 score average	37.5	53.52

<b>4. Barriers to future attainment</b>	
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
4	

<b>5 Pupil Premium Grant</b>		
<b>Allocation of 2017-18 Financial year budget</b>	<b>£ 224,214</b>	<b>Detail</b>
Staffing	95,000	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	45,050	Weekly targeted individual tutoring from specialist tutors
Counselling services	18,184	Counselling to develop self-esteem and aid mental health & wellbeing: Catch 22, bereavement counselling, YMCA, Renew, BCCS
Accelerated Reader	2,480	Promoting reading and literacy skills to improve access to learning across curriculum
Alternative provision	13,327	TLG, Essex Youth Build: develops self-esteem and responsibility
Other resources,	18,760	Uniform, music lessons, travel, meals, visit support, enrichment activity support, study guides / texts, rewards
Carried Forward	31,413	To be carried forward in use for the next Financial Year

<b>6 Desired outcomes</b>		
	<b>Support &amp; intervention</b>	<b>Success criteria</b>
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; <i>'Catch them doing something right'</i> .	Reduction in behaviour points, Inclusion, and fixed-term exclusion
Increased attendance	School based meetings; Attendance officer family liaison	Reduced gap in attendance

## 7 i Planned action Financial year 2018-19

<b>Quality first teaching</b>				
	<b>Desired outcome</b>	<b>Action</b>	<b>Rationale</b>	<b>Review/Success criteria</b>
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 under performance 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
<b>Targeted support</b>				
1	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 1-1 to cease in April 2019 following a review / student voice that showed that impact was negligible
2	Improved attendance	Attendance officer: School Based Meetings/Local authority support to work with families; address barriers to learning	Students assured they are valued and supported. Establish positive attendance	Improved attendance; record of support offered to remove barriers to learning
3	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

<b>7 ii Pupil Premium Grant financial year 2018-19</b>		
<b>Allocation of 2018-19 Financial year budget</b>	<b>£ 172, 903</b>	<b>Detail</b>
Staffing	95,000	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	35,000	Weekly targeted individual tutoring from specialist tutors
Counselling services	15,000	Counselling to develop self-esteem and aid mental health & wellbeing: Catch 22, bereavement counselling, YMCA, Renew, BCCS
Accelerated Reader	2,480	Promoting reading and literacy skills to improve access to learning across curriculum
Alternative provision	6,500	TLG, Essex Youth Build: develops self-esteem and responsibility
Other resources,	18,923	Uniform, music lessons, travel, meals, visit support, enrichment activity support, study guides / texts, rewards

<b>8 Planned action Financial year 2019-20</b>				
<b>Quality first teaching</b>				
	<b>Desired outcome</b>	<b>Action</b>	<b>Rationale</b>	<b>Review/Success criteria</b>
1	Equitable progress for disadvantaged students	(On-going) 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 under performance and	HODs and Key Stage co-ordinators to ensure accuracy of marking through moderation and training. Identified key dates for planning and	Identification of underperformance allows targeted support and	Accurate tracking; record of targeted support; tracking & results

	implement support	implementation of support and intervention. Teacher/HOD/Tutor/Pastoral/SLT to address barriers to learning	evaluation of impact	evidence progress
3	Improved literacy at KS3	Literacy lessons at KS3, DEAR time and use of Accelerated Reader program / Star Reading tests to improve literacy skills and identify where extra support / differentiated resources are needed	Students can better access the curriculum	Gap between reading age and chronological age decreases. Evidence of improved literacy skills.
<b>Targeted support</b>				
1	Improved progress in En/ma	Year 12 students trained to support students in KS3 and KS4 lessons. Trained students to be directed to support targeted students in KS3 and 4 classes.	En/ma are key to progress across curriculum	Student voice Teacher feedback Greater engagement in lessons and improved progress.
2	Improved attendance	(On-going) Attendance officer: School Based Meetings/Local authority support to work with families; address barriers to learning. Students mentored and attendance addressed at meetings	Students assured they are valued and supported. Students made aware of the link between attendance and progress.	Improved attendance; record of support offered to remove barriers to learning
3	Improved behaviour, self-esteem, sense of value	Targeted students in Year 11 assigned a mentor  Year 7 and 8 questionnaire to determine PPG student engagement in extra curricular activities, positions of responsibility, roles as student ambassadors. Positive discrimination to ensure identified students are engaged in the social and public life of the school. Students to be specifically selected to act as student ambassadors for primary visits and Open Evenings.	Self-esteem a determinant of success	Student voice; improved attendance; reduced BPs/increased APs; fewer instances of Inclusion/Exclusion

4	Smoother transition between KS2 and KS3	Targeted students involved in the Prince's Trust Achieve Transition programme.	Least confident Year 7 students settle more quickly into secondary school	Student voice, improved attendance, reduced BPs
5	Improve aspirations of students in Year 9	Targeted students involved in the Prince's Trust Mosaic programme	Mentoring from outside agencies will help to improve aspirations and motivate students to work hard at GCSEs to meet these aspirations	Better progress at KS4 Fewer BPs Better engagement in lessons.
6	All students have access to resources, retreats, trips	Funds to be allocated so identified needs are met	There is equity in terms of provision and opportunity for students	Students have the revision books and texts they need to succeed at KS4.  All students have opportunities to engage in the wider life of the school
7	Students are resilient and mentally healthy	Identified students are given counselling/ support	Good mental health has a positive impact on learning	Better progress Better attendance Better engagement in lessons Fewer pastoral concerns