

St Mary's Catholic College Pupil Premium Strategy Statement 2016-17

1. Summary information					
School	St Mary's Catholic College				
Academic Year	2016/17	Total PP budget	£662,990	Date of most recent PP Review	n/a
Total number of pupils	1211	Number of pupils eligible for PP	630	Date for next internal review of this strategy	Sept 2017

2. National 2015-2016		
	Students not eligible for PP (national average)	All students (national average)
% achieving A* - C in English and Maths	69%	62%
% achieving A*-C Ebacc	29%	24%
Progress 8 score average	0.12	0
Attainment 8 score average	52.56	49.34
Absence: overall % sessions missed (NB: data is for FSM cohort)	3.5% (4.1% Nat)	4.6% (5% Nat)
Absence: % Persistent Absentees (missing 10% or more sessions)	5.9% (8.3% Nat)	10% (12.4% Nat)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
A.	Attendance: the attendance of disadvantaged students needs significant improvement.
B.	Curriculum: Students who are eligible for PP are making significantly less progress compared to national 'other' students overall.
C.	Teaching and Learning: Literacy levels for some students eligible for PP are lower than for non-disadvantaged students.
D.	Wider Outcomes: Restricted access to opportunities for educational and cultural enrichment beyond the formal curriculum for disadvantaged students.
E.	Behaviour: the engagement and behaviour for learning of disadvantaged students is less good than non-disadvantaged students.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Maintenance and improvement of the attendance figures for students.	2017: Working towards national indicators 2018: Working at national indicators 2019: Continuing to work at national indicators 2020: Exceeding national indicators
B.	Improvement in the attainment and progress of students in all ability groups in receipt of the Pupil Premium.	2017: Working towards national indicators 2018: Working at national indicators 2019: Continuing to work at national indicators 2020: Exceeding national indicators
C.	Increased participation in the engagement of disadvantaged students in learning opportunities beyond the classroom.	2017: Working towards national indicators 2018: Working at national indicators 2019: Continuing to work at national indicators 2020: Exceeding national indicators

5. Planned expenditure					
Academic year 2016/17		£662,990			
A. Maintenance and improvement of the attendance figures for students.					
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 attendance.	<p>Training and deployment of specialist attendance team under supervision of AHTs and DHT.</p> <p>Strategy to include:</p> <ul style="list-style-type: none"> • Daily phone calls home • Target staff allocated to key groups for additional call • All parents informed of concerns • Attendance linked to vivo • First item on weekly AHT/HOY meetings 	Adopting a system with a proved track record of delivering improving high levels of attendance for disadvantaged students.	Attendance focus in weekly pastoral review (HOY, AHT, DHT meetings) Schedule of AIM Attendance mtgs	DHT, AHT pastoral	Weekly reports produced Termly AIM Half termly team meetings (curriculum & pastoral leaders)
Improved engagement and corresponding progress	Deployment of specialist Staff Progress and Aspiration Coaches in Y7-11.	In Sutton Trust/EEF Teaching and Learning Toolkit research review. Meta-cognition and Self-Regulation (+8 rating) EEF – Social and Emotional Learning (rated as +4 in Teaching and Learning Toolkit research review)	Through regular (weekly) line management meetings using the in-school accountability structures for pastoral systems. This will include half termly progress reviews for all students through data collection and 'Where are we now', intervention planning sessions.	DHT, AHT, HOYs	Half termly (schedule of totem pole meetings, AIM meetings)
Homework Breakfast provision	Renewal and expansion of provision for students to work before & after school	EEF – Homework Secondary (rated as +5)	Students encouraged to come in at 8.00 for breakfast in the canteen (3 duty staff) and/or to work in the library.	DHT, AHT Pastoral	September 17

B. Improvement in the attainment and progress of students in all ability groups in receipt of the Pupil Premium.					
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?
Improvement in the standard of teaching.	PPT- Professional Practice Time. Mondays 2hrs. CAR Project Collaborative Action Research by all members of staff	“The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.” Sutton Trust. Improving the impact of teachers on pupil achievement in the UK – interim findings. September 2011 http://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf	Lesson Observations. Moving Teacher Forward Programme. Progress data: WAWN, AIM, Totem meeting half termly. Appraisal process.	AAHT, AHT.	September 17
Feedback	Pupil Response Time and Feedback stickers	EEF - Feedback (+8 rating), identified as one of the top two most effective methods to improve the performance of those eligible for Pupil Premium. Research suggests that it should be specific, accurate and clear (e.g. “It was good because you...” rather than just “correct”); compare what a learner is doing right now with what they have done wrong before (e.g. “I can see you were focused on improving X as it is much better than last time’s Y...”); I; provide specific guidance on how to improve and not just tell students when they are wrong; and be supported with	Feedback stickers provided to all teachers to align with Learning Programmes and to facilitate Pupil Response Time. Training and sharing best practice about effective use of Feedback stickers and Pupil Response Time. Book Scrutinies and Snapshots Termly.	DHT, AHT, HODs.	Termly observations. September 17

		effective professional development for teachers.			
Strategic use of target setting and monitoring.	Introduction of Flightpaths.	The introduction of 'Flightpaths' – a model of learning progression throughout the school from entry in Year 7 onwards. Progress is measured against pre-set 'baseline' rates of progress to ensure this minimum level, but with teachers and support staff working collaboratively to enable the children to achieve good and outstanding progression rates. Flightpath stickers and other materials will provide immediate and ongoing reminders of the challenge and expectation.	Rigorous quality assurance process. Half termly reports to parents. To identify where pupils may be falling below expectations for good or outstanding progress, AIM and Totem Pole meetings are held with an explicit remit for ensuring timely and personalised provision is secured (and reviewed) for the identified disadvantaged cohorts.	DHT, AHT, HODs.	Half termly (schedule of totem pole meetings, AIM meetings, WAWN)
Strategic subject specific intervention.	"Where are we now?" meetings.	"Where are we now?" meetings each half term are used to identify where pupils may be falling below expectations for good or outstanding progress AND to plan subject specific intervention.	Staff and student consultations, assemblies, staff meetings, posters in every classroom, snapshots, rigorous record keeping of referrals and callouts through line management systems.	DHT, AHT, HODs.	Half termly (schedule of totem pole meetings, AIM meetings, WAWN)
Improvement in behaviour for learning.	Policy of Consistency across the classroom.	Policy of Consistency across the classroom introduced to staff and students and quality assured through snapshots. Students not meeting expectations referred through behaviour system.	Monitoring behaviour systems through AIM and Totem meetings. Snapshots.	DHT, AHT, HODs.	September 17

Reduction in class sizes	Investment in specialist teachers in English, Maths, Science.	Reduced class sizes (rated as +5 in the Sutton Trust-EEF Teaching & Learning Toolkit) and increased non-contact time for teaching staff and subject leadership staff. This will allow the pedagogy to deliver greater, and higher quality, Feedback (+8 rating), identified as one of the top two most effective methods to improve the performance of those eligible for Pupil Premium. Further benefits include, an increased capacity for properly-supported Collaborative Learning (+5 rating).	There has been a restructure of English, Maths and Humanities; this includes bringing the subjects under one faculty model, the appointment of a Faculty Director and additional staffing in the subject.	DHT, AHT, HODs.	September 17
Whole school Literacy Strategy		EEF – Reading Comprehension Strategies (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review) as well as Phonics (+4 rating).	Reviewed Learning Programmes for all year groups, differentiated and consistently applied. Year Schedule of formal and snapshot lesson observations. Review of cohort selection for Intervention. This will include half termly progress reviews for all students through data collection and 'Where are we now' sessions.	DHT,AHT, Literacy Coordinator	Half termly (schedule of totem pole meetings, AIM meetings)
C. Increased participation in the engagement of disadvantaged students in learning opportunities beyond the classroom.					
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 access to enrichment activities to support learning exploration and develop cultural capital.	A range of further projects and initiatives funded through the PP, including support for a systematic programme of extra- curricular learning (the 'St Mary's Experience')	Experience of the school shows the positive impact of learning outside the regular curriculum in terms of engagement and, consequently, academic outcomes which also reflect the character development involved.	Planning and review of quality and participation from AHT responsible for Trips and Visits working alongside AHT line managers with overview of extended learning opportunities. Staff given time in allocation to ensure high quality provision.	DHT, AHT pastoral	September 17

	<p>incorporating a school-wide commitment to Outdoor Adventure Learning, Peer Tutoring.</p> <p>Further activities linked to Social & Emotional Learning & use of Digital Technology.</p>	<p>EFA - Outdoor Adventure Learning (rated as +3 in Sutton Trust/EEF Teaching and Learning Toolkit research review); Peer Tutoring (+6 rating); Social & Emotional Learning (+4 rating); the use of Digital Technology (+4 rating);</p>			