

St Mary's Catholic College Pupil premium strategy / self- evaluation

1. Summary information					
School	St Mary's Catholic College				
Academic Year	2018/19	Total PP budget	£511,455	Date of most recent PP Review	09/18
Total number of pupils	1160	Number of pupils eligible for PP	547	Date for next internal review of this strategy	03/19

2. Current attainment			
	Pupils eligible for PP at SMCC	All Pupils at SMCC	All Pupils National Average (Non PP average not available until 01/19)
Progress 8 score average	-0.64	-0.49	0
Attainment 8 score average	35.5	38.5	44.3

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Curriculum: Students who are eligible for PP are making less progress compared to national 'other' students overall.
B.	Teaching and Learning: Literacy levels for some students eligible for PP are lower than for non-disadvantaged students
C.	Wider Outcomes: Restricted access to opportunities for educational and cultural enrichment beyond the formal curriculum for disadvantaged
D.	Behaviour: to further embed strategies for engagement to secure effective behaviour for learning as well as further reduce exclusion data
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance: to further embed and secure the attendance and home/school engagement of disadvantaged cohort
Intended outcomes (<i>specific outcomes and how they will be measured</i>)	
A.	Improvement in the attainment of students in all ability groups in receipt of the Pupil Premium.
B.	Improvement in the progress of low, middle and high ability disadvantaged students
C.	Increased participation in the engagement of disadvantaged students in learning
D.	Maintenance and improvement of engagement levels
E.	Maintenance and improvement of the attendance figures for students

4. Planned expenditure

Academic year 18/19

£511,455

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased time of individualised in-class support to facilitate feedback and collaborative learning	Introduce setting for all subjects in half year bands. Reduction in class sizes through additional recruitment of staff in English, Maths, Sciences and Humanities.	EEF – Reduction in Class Sizes (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review) EEF – Feedback (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review)	Through a scheduled programme of formal lesson observations and snapshot observations of teaching and learning. Through review of data (after each 7 week Learning Cycle) and dedicated SDT and PPT sessions. (Including collaboration with SJP during these sessions)	DHT/AHT/HODs	During Curriculum AIM meetings as part of the 7 week Learning Cycle. (schedule of totem pole meetings, AIM meetings)
Improved provision for learning through further focus on differentiation	Collaborative Action Research by all members of staff as part of dedicated CPD time. Renewal and expansion of provision for students to work before & after school.	EEF – Feedback (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review) Enhanced quality of classroom provision EEF – Homework Secondary (rated as +5)	Whole school approach to T & L developments through team of Lead Practitioners and projects being undertaken collaboratively. Quality review of existing resources and thorough research of additional monitoring of participation and engagement.	AHT/AAHT for Lead Practitioners. AHT/AAHT for Library Provision.	Termly
Total budgeted cost					

ii. Targeted support

Action	Intended outcome	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 engagement with learning and corresponding progress.	<p>Deployment of specialist staff: Learning Coach (additional focus on attendance)</p> <p>Deployment of specialist staff: Chaplain (additional)</p>	<p>EEF – Reduction in Class Sizes (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review)</p> <p>Meta-cognition and Self-Regulation (+8 rating)</p> <p>EEF – Social and Emotional Learning (rated as +4 in Teaching and Learning Toolkit research review)</p>	<p>Through regular (weekly) line management meetings using the in-school accountability structures for pastoral systems.</p> <p>This will include half termly progress reviews for all students through data collection and ‘Where are we now’ sessions.</p>	DHT, AHT, HOYs	During Curriculum AIM meetings as part of the 7 week Learning Cycle. (schedule of totem pole meetings, AIM meetings)
Improved literacy levels	<p>Provision of small class sizes in English, with phonics focus;</p> <p>Provision of specialist literacy additional sessions (LEXIA);</p> <p>Whole-school literacy focus.</p>	<p>EEF – Reading Comprehension Strategies (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review) as well as Phonics (+4 rating) and Small Group Tuition (+4 rating)</p>	<p>Schedule of formal and snapshot lesson observations</p> <p>Review of cohort selection for intervention</p> <p>This will include half termly progress reviews for all students through data collection and ‘Where are we now’ sessions</p>	AHT, Director of English	During Curriculum AIM meetings as part of the 7 week Learning Cycle. (schedule of totem pole meetings, AIM meetings)

Improved progress and attainment	<p>Introduction of 'flightpaths' model of progression Y7-11.</p> <p>Targeted programme of additional support and intervention with timely identification.</p>	<p>Progression against minimum expectation of 'baseline' positive progress. PP students supported and pushed through joint approach both in class and in pastoral support to achieve outstanding progress on flightpaths.</p> <p>Proven track record of success with identified students based on diagnostic approach. Student feedback identifies helpfulness of sessions and culture of aspiration and improvement.</p>	<p>Through regular (weekly) line management meetings using the in-school accountability structures for curriculum and pastoral systems.</p> <p>This will include 7-weekly progress reviews for all students through the LP cycle and 'Where are we now' sessions.</p>	DHT, AHT, HOY, HOD.	During Curriculum AIM meetings as part of the 7 week Learning Cycle. (schedule of totem pole meetings, AIM meetings)
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Total budgeted cost

iii. Other approaches

Action	Intended outcome	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	Re-deploy P&A Coaches with a greater focus of their role on attendance monitoring.	Experience of the school shows the impact that working with specialist staff has on securing and maintaining attendance for cohort.	<p>Attendance focus in weekly pastoral review (HOY, AHT, DHT meetings)</p> <p>Schedule of AIM Attendance meetings.</p>	DHT, AHT, AAHT.	Weekly Attendance reports produced and shared by Attendance secretary. Regular AIM meetings throughout the 7 week LP Cycle.
Improved access to enrichment activities to support learning exploration and develop cultural capital.	<p>A range of further projects and initiatives funded through the PP, including support for a systematic programme of extra-curricular learning (the 'SMCC Experience')</p> <p>incorporating a school-wide commitment to Outdoor Adventure Learning (primarily DofE</p>	<p>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.</p> <p>EFA - Outdoor Adventure Learning (rated as +3 in Sutton Trust/EEF Teaching and Learning Toolkit research review); Peer Tutoring</p>	<p>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</p> <p>Staff given time in allocation to ensure high quality provision</p>	AHT/AAHTs.	<p>Termly through AIM structures and pastoral reviews</p> <p>Annual review of extra-curricular and extended learning (Summer term)</p>

	Award programme), Peer Tutoring. Further activities linked to Social & Emotional Learning & use of Digital Technology.	(+6 rating); Social & Emotional Learning (+4 rating); the use of Digital Technology (+4 rating);			
Total budgeted cost					

5. Additional detail