

St Mary's Catholic College Pupil Premium Strategy Review 2018-19

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

2. Review of expenditure			
Previous Academic Year		2018-2019	
i. Quality of teaching for all			
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
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.	Increased opportunities of collaborative learning resulting in individual class support in core subject areas. Setting students allowed a more targeted approach to their learning and helped to accelerate their progress.	Effective strategy. To continue next year.
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.	Through PLC groups all staff took part in active research and embedded this within their own classroom practice. Increased attendance at homework club, revision/support sessions and use of the College library.	Effective strategy. To continue next year, with improved provision for learning through further focus on Mastery, differentiation and challenge. Research led CPD.
ii. Targeted support			
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on	Lessons learned (and whether you will continue with this approach)

		pupils not eligible for PP, if appropriate).	
Improved engagement with learning and corresponding progress.	Deployment of specialist staff: Learning Coach (additional focus on attendance) Deployment of specialist staff: Chaplain (additional).	Learning coaches were effective in engaging pupil premium students in their learning. They helped to address the barriers to good attendance. Chaplain has supported students and engaged them in the life of the College (e.g. Faith in Action group), which in turn has led to improved engagement in learning.	Effective strategy. To continue next year, with increased focus on the continued develop of innovative strategies which address the barriers to learning and good attendance. Deployment of further specialist staff, for example Reading Champion.
Improved literacy levels.	Provision of small class sizes in English, with phonics focus. Provision of specialist literacy additional sessions (LEXIA); Whole-school literacy focus.	84% of pupil premium students who accessed LEXIA in year 7 were on/above nationally expected progress in English. 81.7% of pupil premium students who accessed LEXIA in year 8 were on/above nationally expected progress in English. 53.5% of pupil premium students achieved a grade 4 or above in GCSE English.	Reduced class sizes in English and maths and the Lexia provision will continue. There will be a greater focus on Quality First Teaching across all subject areas in 2019/20, via the College's CPD offer. Effective strategy. To continue next year with whole-school reading focus (tier 2 & 3 vocabulary), to improve reading comprehension levels across the College.
Improved progress and attainment.	Continuation of 'flightpaths' model of progression Y7-11. Targeted programme of additional support and intervention with timely identification.	Pupil premium progress 8 measure has improved from -0.644 (2018) to -0.586 (2019). Attainment 8 measure has improved from 34.34 (2018) to 35.48 (2019). GCSE results; the gap between PP and non-PP has narrowed slightly.	Continue to use the 'Flightpaths' model of progression for Y7-11. To continue next year, with the individualised programme of interventions relating to needs. Student feedback identifies helpfulness of sessions and culture of aspiration and improvement.

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
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Improved attendance.	Re-deploy P&A Coaches with a greater focus of their role on attendance monitoring.	The actions did not result in a significant reduction in the attendance gap between PP and non-PP students. Individual case studies do demonstrate impact.	College to implement a more robust improving attendance strategy for 2019/20 to identify and overcome barriers to attendance.
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') incorporating a school- wide commitment to Outdoor Adventure Learning (primarily DofE Award programme), Peer Tutoring.</p> <p>Further activities linked to Social & Emotional Learning & use of Digital Technology.</p>	<p>Individual students received financial support so that they could fully participate in school life.</p> <p>This included purchase of school uniform, purchase of specialist items to support DofE award and subsidies for educational visits and College trips.</p>	The College will continue to support PP students so that they are able to participate fully in school life and ensure they have a choice filled life.

