



SAINTS PETER & PAUL

CATHOLIC COLLEGE

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PUPIL PREMIUM
STRATEGY
2018/2019

Saints Peter and Paul Catholic College - Pupil premium strategy 2018-2019

What is the Pupil Premium Grant

The pupil premium grant is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Why is this Important?

In a majority of schools, educational outcomes for pupils from disadvantaged backgrounds are much weaker than their peers. Disadvantaged pupils are more likely to not achieve GCSE grades according to their potential; they are more likely to have poor attendance; they are more likely to be excluded from school; they are more likely to not be in education, employment or training after leaving school. Pupils of all abilities are affected. There is evidence that life chances for disadvantaged pupils can be improved with targeted support and the pupil premium grant helps with this.

Who is entitled to pupil premium funding?

Pupils in year 7 to 11 recorded as Ever 6 FSM: The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census who have been eligible for free school meals (FSM) since May 2012, as well as those first known to be eligible at January 2018.





Looked-after children (LAC): The pupil premium from 2018 to 2019 will include pupils recorded in the January 2018 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.



Service Children: For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2018 school census who was eligible for the service child premium since the January 2012 census as well as those recorded as a service child for the first time on the January 2018 school census. The grant will be allocated as set out in sections 4, 5 and 6 below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2018 school census.

1. Summary information															
School			Saints Peter and Paul Catholic College												
Academic Year			18-19	Total PP budget				£493,910	Date of most recent PP Review					Feb 2017	
Total number of pupils			1455 (incl 6 th Form)	Number of pupils eligible for PP				556	Date for next internal review of this strategy					Feb 2019	
Year	Cohort			High Prior Attainment				Middle Prior Attainment				Low Prior Attainment			
	All No	PP No	PP %	All No	All %	PP No	PP HPA %	All No	All %	PP No	PP MPA %	All No	All %	PP No	PP LPA %
7	231	103	45%	91	39%	28	12%	106	46%	58	25%	29	13%	16	7%
8	290	129	44%	91	31%	27	9%	162	56%	77	27%	36	12%	25	9%
9	284	113	40%	64	23%	20	7%	171	60%	68	24%	46	16%	23	8%
10	266	105	39%	108	41%	26	10%	133	50%	65	24%	16	6%	9	3%
11	256	106	41%	118	46%	36	14%	117	46%	55	21%	12	5%	10	4%

2. Current attainment						
Additional Data to support PP needs.						
Table showing a comparison between Non PP and PP students for 2017 and 2018 exam results						
MEASURE	ALL		NON PP		PP	
	17	18	17	18	17	18
A8	42.03	43.88	46.83	49.23	35.39	35.61
P8	-0.52	-0.56	-0.34	-0.17	-0.86	-1.24
ENG P8	-0.67	-0.64	-0.49	-0.20	-0.98	-1.39
MATHS P8	-1.05	-1.05	-0.90	-0.80	01.31	-1.40
EBACC P8	-0.45	-0.93	-0.26	-0.57	-0.73	-1.49
OPEN PE	-0.19	0.28	-0.03	0.74	-0.51	-0.46
%9-5 E/M	23%	27%	32%	34%	9%	16%
%9-4 E/M	47%	55%	58%	66%	31%	35%

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (issues to be addressed in school, such as poor literacy skills)		
A.	Literacy skills – Reading and Writing	
B.	Numeracy skills – Basic numeracy and the ability to apply to problem solving activities	
C.	Ability to understand current level of achievement and what to do to improve	
Additional barriers (including issues which also require action outside school, such as low attendance rates)		
D.	Attendance and Punctuality to school and to lessons	
E.	Lack of parental engagement and positive role models	
F.	Individual students ability to manage their social and emotional well being and needs	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	There is a rapid improvement in the outcomes at Year 11 and 13 for PP students.	From an overall progress 8 score of -1.23 to a score better than -0.50. Additionally attainment %4+E/M from 34.9% to 55% and %5+E/M FROM 15.7% to 40%.Year 13 from a post 16 VA of -0.75 to a score better than -0.25
B.	There is an acceleration in progress for PP student compared to non PP students across all subjects in years 7-10, 12	At each data collection (including any developed system) the gao between PP and Non PP students will diminish. The actual figure will be agreed when the system of data collection and analysis is developed.
C.	Improve Attendance and Punctuality for PP students and specifically boys	Overall attendance from 91.6 to 93% for PP (Boys specifically from 91.4% to 93%) Decrease PA from 27% to below 18% (Boys specifically from 28.9% to below 18%) Improve punctuality for PP students from 93.5% to 95%+
D.	Improve levels of parental engagement	By Oct 2018 achieve 75% of LPPA action plan, linked directly to PP parents, as agreed with external assessor.
E.	Accelerate the rate of progress for PP students in C4 and non C4 classes in comparison to Non PP students in both groups	Improved performance of PP students on AQA reading and writing assessments (with accelerated progress for C4 classes) from Sept baseline.
F.	To improve number of Year 7 and 8 students at or above national benchmark from Sept baseline and close the gap between PP and NON PP	To increase the % of students at or above national benchmark from baseline of: ALL = 62% ,PP = 54%, Non PP = 67% And accelerate PP progress to diminish the gap.
G.	Utilise the skills of the achievement centre and lead mentors to develop individual support for Social and Emotional Learning (SEL) for identified PP students Utilise the skills of lead mentors to develop CPD for teachers in relation to SEL	There is an increase in the amount of students accessing mainstream lessons on a more regular basis. Positive student and parent voice around the work that has been carried out with specifically identified students Increase in confidence of teachers in SEL as evidenced by an improvement in pastoral self-evaluation from Sept starting point. Continued positive feedback about the college ethos from evaluations associated with the Lead Parent Partnership Award.

5. Planned expenditure					
Academic year		2018-2019			
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?	Monitoring?	Lead	Review Date?
Develop reading and comprehension strategies in Yrs 7 + 8 via C4 and Accelerated Reader	<u>Barrier A</u> Positive and accelerated improvements in literacy (reading and writing)	<i>Evidence below from EEF toolkit Oct 18 supports this strategy</i> <u>Reading comprehension strategies</u> <i>High impact for very low cost, based on extensive evidence.</i> 	Liine management of Director of C4 by SLT LM. Whole college and faculty QA incl SLT, Governors and SIP Line management of Wilson Centre lead by SLT LM. Whole college and faculty QA incl SLT, Governors and SIP	PBL ARC LMC CQU	3 times per year at each DC point. Half Termly
To develop mastery within the KS3 Maths curriculum as a pilot for KS4 a cross college development	<u>Barrier B</u> Positive and accelerated improvements in numeracy particularly the ability to successfully problem solve in Maths.	<i>Evidence below from EEF toolkit Oct 18 supports this strategy</i> <u>Mastery learning</u> <i>Moderate impact for very low cost, based on moderate evidence.</i> 	On going evaluation as part of SSIF monitoring Line management of Director of Maths by SLT LM. Whole college and faculty QA incl SLT, Governors and SIP	PBL SHD NW HUB	In line with SSIF monitoring. Maths at 3 times per year at each DC point.
Review and adapt whole college target setting structure Embed whole college feedback policy using formative and summative assessment linking directly to grade criteria and providing DIRT time in lessons for improvement	<u>Barrier C</u> Students have an aspirational, realistic and achievable target that is realistic and achievable Students know their current progress in relation to their target and have clear ways forward to help them improve	<i>Evidence below from EEF toolkit Oct 18 supports this strategy</i> <u>Individualised instruction</u> <i>Moderate impact for very low cost, based on moderate evidence.</i>  <i>Evidence below from EEF toolkit Oct 18</i> <u>Feedback</u> <i>High impact for very low cost, based on moderate evidence.</i> 	Key presentations to governors, staff and students SLT and faculty LM and QA processes incl SIP and Governors	SLT + DOF	On-going through QA and per year at each DC point
Total budgeted cost					£276,201

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	Monitoring?	Lead	Review Date?
<p>Embed graduated response process for attendance</p> <p>Enhance parental engagement in terms of Attendance expectations</p> <p>Develop role of attendance family support worker for disengaged disadvantaged stage 3 and 4 students.</p> <p>Engage in LPPA to Increase parental engagement of PP families in their child's and their own learning</p> <p>Utilise the skills of the achievement centre and lead mentors to develop individual support for Social and Emotional Learning (SEL) for identified PP students and CPD for staff</p>	<p><u>Barrier D</u> Improve Attendance from 91.6 – 93% for PP (Boys specifically from 91.4% to 93%) Decrease PA from 27% to below 18% (Boys specifically from 28.9% to below 18%) Improve punctuality for PP students from 93.5% to 95%+</p> <p><u>Barrier E</u> By Jan 2020 achieve 75% of LPPA action plan as agreed with external assessor.</p> <p><u>Barrier F</u> To provide lead mentor support and training around identified students managing SEL</p> <p>To develop the confidence of teachers to address SEL in lessons to improve student ability to manage SEL</p>	<p>Good attendance at school is vital for students to achieve their full educational potential. It ensures continuity of learning which makes progress and retention easier. It also helps with continuity of relationships with peers and friendships. Attendance of PP students at Sts Peter and Paul is lower than non PP students and this is evident from patterns also during primary school. With this in mind, and relating to the points above, an increase in attendance of PP students will not only have appositive impact on their and the colleges outcomes but will have a positive impact on future society.</p> <p><i>Evidence below from EEF toolkit Oct 18 further supports this strategy</i> <u>Parental engagement</u> <i>Moderate impact for moderate cost, based on moderate evidence.</i></p> <p></p> <p><i>EEF Evidence below from EEF toolkit Oct 18 has found that interventions around SEL have had positive impact:</i> <u>Social and emotional learning</u> <i>Moderate impact for moderate cost, based on extensive evidence.</i></p> <p></p>	<p>Weekly attendance monitoring through graduated response.</p> <p>Key Actions from KPI's in LPPA Action plan.</p> <p>LPPA Working party minutes</p> <p>SLT and achievement centre LM and QA processes incl SIP and Governors</p>	<p>NWN</p> <p>PBL + Work Party</p> <p>KFR</p>	<p>Weekly monitoring with termly review involving SIP and Governors.</p> <p>Half termly</p> <p>Weekly monitoring with termly review involving SIP and Governors.</p>
Total budgeted cost					£227,909

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	Monitoring	Lead	Review Date?
<p>All teachers have progress of PP students as appraisal target 1 linked to developing practice.</p> <p>All subject leaders have progress of PP students in their subject as appraisal target 2.</p>	<p><u>Outcome A</u></p> <p>1 Outcomes at Year 11 for PP students from an overall progress 8 score of -1.24 to a score better than -0.50. Attainment %4+E/M from 34.9% to 55% and %5+E/M FROM 15.7% to 40%.</p>	<p>Although evidence from EEF below shows that performance related targets has lower impact, <u>Performance pay</u> Low impact for low cost, based on limited evidence.</p> <p>●●●●●● ●●●●●● +1</p> <p>there is a need in 2018 at Sts Peter and Paul to make rapid progress for all students but specifically for PP students. The appraisal system has developed this year to closely align with identified CPD needs of both staff and subjects.</p>	Through appraisal system and teaching reviews	PBL	In line with appraisal reviews termly and mid-year reviews.
To increase aspirations for PP students in STEM industries	To develop a series of STEM activities targeted at MA PP students that increases destinations to Higher Education and STEM industries	<p>Evidence below from EEF suggests that there is no impact of aspirational activities</p> <p><u>Aspiration interventions</u></p> <p><u>Very low or no impact for moderate cost, based on very limited evidence.</u></p> <p>●●●●●● ●●●●●● 0</p> <p>here at Sts P+P we feel it is important to provide opportunities and positive role models for our PP students. In the community of Widnes there is often a lack of ambition and our PP students more often than not have no family member who has attended university.</p>	Action plans in place and regularly reviewed as part of CIAG and STEM LM	LMC	Termly
1. To set simple whole college processes in place to focus on PP students whilst managing teacher workload.	<p>1. ALL teachers are able to recognise PP students via seating plans and exercise books.</p> <p>2. To ensure ALL PP students are asked questions first in class</p> <p>3. When marking and feeding back on work ensure that PP students work is marked together and Non PP marked together</p>	<p>1 Seating plans will be developed first manually, but then exploring the use of software such as class charts. In addition a simple sticker process will be explore that identifies PP student books without labelling these students.</p> <p>2. A process linked to point 1 above will be introduced where PP students are asked questions first in class to motivate and develop oracy confidence</p> <p>3. When marking work and providing feedback, we have been working within the national guidance to try to reduce teacher workload and allow for effective practice. By marking and providing feedback on all PP work followed by non PP work it is much easier for teachers to identify patterns and any common mistakes,</p>	<p>Weekly LM in faculty and with DOF + SLT link.</p> <p>Dept and whole college QA process incl Governors and SIP</p>	SLT DoF SL's	On-going through QA and per year at each DC point
Total budgeted cost					£16,000

For review of expenditure 2017/18 please refer to separate document on website 'Sts P+P PP 2017-2018 spending review'

6. Review of expenditure 2018/19				
Previous Academic Year				
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)	Cost
ii. Targeted support				
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)	Cost
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)	Cost

1. Additional Detail