

Pupil premium strategy statement: St. Patrick's Catholic College

1. Summary information					
School	St. Patrick's Catholic College				
Academic Year	2017/18	Total PP budget	£208,733	Date of most recent PP Review	12/6/17
Total number of pupils	506	Number of pupils eligible for PP	206	Date for next internal review of this strategy	18/12/17

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	47.8%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	37.8% / 64.9%	75.8% / 73.4%
Progress 8 score average	-0.5	0.12
Attainment 8 score average	49.55	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Governance: Strengthen the capacity of the DS Lead Governor
B.	Complex Social, Emotional & Mental Health difficulties which impact on behaviour or outcomes for students.
C.	Consistently higher expectations for More Able disadvantaged students
D.	Lack of feedback to students regarding pupil voice collection.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance for Disadvantaged students is below NA. Persistent absence in 2016 for FSM was above national and in the highest 10% nationally. The absence in 2016 of FSM was above national average and in highest 10% at 8.9%.
F.	Lack of support at home -issues include low levels of parental higher education; lack of resilience; poor parental experience of school and the impact of chaotic households – resulting in a lack of motivation in school for too many disadvantaged students.

4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria						
A.	Strengthen the capacity of the DS Lead Governor	Disadvantaged students' progress increases and accelerates, including in English and in Maths. Governors hold senior leaders stringently to account for the use and impact of pupil premium funding.						
B.	To promote emotional resilience and well-being for the entire school population and to provide, or source, specialist targeted intervention for those with identifiable symptoms of diagnosed mental illness. Students are able to learn effectively in lessons because their behaviour is good.	Pupils suffering from anxiety have 100% attendance in all lessons across all subject areas when in school through excellent pastoral care & support. Staff round robins to comment on pupil confidence & engagement in learning. Reduction in FTE & a reduction in the number of negative behaviour points awarded.						
C.	More Able disadvantaged students' progress increases and accelerates, including in English and in Maths.	Disadvantaged students make rapid progress at KS4 and catch up with their peers. Gaps at KS3 in progress narrow significantly in MA & En and across all subjects. At GCSE level, disadvantaged More Able pupils achieve excellent GCSE results and a P8 score which is at least in line with national expectations.						
D.	Secure a systematic process for pupils to feedback to school leaders their own evaluation of what was working well in lessons, what could be improved and how.	Pupil Voice Board in the school with Pupil Voice feedback registration sessions and assemblies after Pupil Voice has been collected and analysed and share with pupils the actions to be taken.						
E.	Reduce the absence rates and persistent absence of pupil premium pupils so that students eligible for PP achieve attendance in line with other students. The gap between disadvantaged students and other students will close and national standards for attendance will be met.	<p>FSM pupil PA rates 2017-18</p> <table border="1"> <tbody> <tr> <td>HT 1</td> <td><2%</td> <td></td> </tr> <tr> <td>HT 2</td> <td><3%</td> <td></td> </tr> </tbody> </table>	HT 1	<2%		HT 2	<3%	
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HT 2	<3%							

		<table border="1"> <tr> <td>HT 3</td> <td><5%</td> <td></td> </tr> <tr> <td>HT 4</td> <td><7%</td> <td></td> </tr> <tr> <td>HT 5</td> <td><9%</td> <td></td> </tr> </table> <p>Overall FSM pupil attendance target rates 2017-18</p> <table border="1"> <tr> <td>All</td> <td>95.6 %</td> </tr> <tr> <td>Y7</td> <td>97%</td> </tr> <tr> <td>Y8</td> <td>96% (93.9)</td> </tr> <tr> <td>Y9</td> <td>95% (91.8)</td> </tr> <tr> <td>Y10</td> <td>95% (90.8)</td> </tr> <tr> <td>Y11</td> <td>95% (90.9)</td> </tr> </table>	HT 3	<5%		HT 4	<7%		HT 5	<9%		All	95.6 %	Y7	97%	Y8	96% (93.9)	Y9	95% (91.8)	Y10	95% (90.8)	Y11	95% (90.9)
HT 3	<5%																						
HT 4	<7%																						
HT 5	<9%																						
All	95.6 %																						
Y7	97%																						
Y8	96% (93.9)																						
Y9	95% (91.8)																						
Y10	95% (90.8)																						
Y11	95% (90.9)																						
<p>F.</p>	<p>Progress across the curriculum is in line with non-disadvantaged students of similar ability ('national other' measure).</p>	<p>2017-18 targets (based on 2016 nat oth)</p> <p>Average Attainment 8: 52</p> <p>Average Progress 8: 0.12</p> <p>Basics: 75.8% / 73.4%</p> <p>Ebacc: 30%</p>																					

5. Planned expenditure

Academic year

2017-18

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

i. Quality of teaching for all

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?
Disadvantaged students to achieve progress across all subjects in line with other students.	Further development of high quality first teaching, engaging all students with effective questioning, challenge levels and support.	Disadvantaged students will not make rapid progress if they are not taught well and they are vulnerable due to potential external factors. They can become 'invisible' in class if they are not engaged and targeted for questioning. Other students often have the support at home to 'counter' teaching that is 'less than good' and will be pushed at home. This is not always the case for students eligible for PP.	All staff will receive training around effective teaching for disadvantaged students (Sept. 2017). Our QA processes will focus on the progress and curriculum that PP students receive – November/February/May. Any emerging issues will be addressed through the QA process.	C Humble K Nelson Subject Leads	During QA cycle and at assessment points calendared:
Disadvantaged students to receive excellent feedback to ensure that they know, in a timely manner, how to improve their work and the steps they need to take to be successful.	Further embedding of whole school marking policies. All staff to be aware of PP students in their groups and to target underperforming students with their feedback.	Sutton Trust research demonstrates the 'high impact' of effective feedback. As a school we have significantly improved in this area within the last two years and we now need to refine our practices through whole school and faculty policies.	Our QA processes will focus on the quality of marking received by all students, with an emphasis on PP students in all subjects. We will discuss marking and feedback with disadvantaged students and use student voice as part of this evaluation.	C Humble K Nelson Subject Leads	During QA cycle and at book monitoring / pupil voice points as calendared

<p>Improved literacy skills and English GCSE results for all PP students.</p>	<p>Several approaches and strategies for 2017-18, to include:</p> <p>Embedding of re-modelled English Schemes of Learning to focus on 'what engages boys' within English.</p> <p>Targeted support on Tuesday evenings for all disadvantaged Year 11 students who are not making expected progress.</p> <p>Re - modelling of the curriculum and embed flight path mapping for all pathways to promote high achievement from Y7 onwards.</p> <p>'Extended/ Free writing' & '200 word challenge' for KS4 pupils</p> <p>Focus on effective use of 'Catch-up Premium' with Y7 intervention</p>	<p>Within the last few years English GCSE results have shown very modest improvement. However, gaps still exist (RAISE 2016) where it was highlighted that P8 in English (or mathematics) was significantly below average and in the lowest 10% for disadvantaged; disadvantaged middle; disadvantaged high.</p> <p>These pupils will be the focus of the work within English. We know that literacy demands within the exam subjects are increasing so we need to prepare our students for the increased rigour.</p> <p>Our internal QA has highlighted boys' writing as a barrier to success and this is a focus throughout English Schemes of Work at both Key Stages.</p>	<p>All English data to be scrutinised at the two assessment points in the year.</p> <p>Y11 data scrutiny to be on-going but main data to be scrutinised after each mock period – December 2017 & March 2018.</p> <p>Support for Head of English to be provided by English SLE – sourced through Carmel starting after October half-term 2017.</p> <p>QA within English to focus on disadvantaged students as a key priority, regular progress reports will be given to Directors</p>	<p>M Simpson (Head of English)</p> <p>P Molyneux (Literacy co-ordinator)</p> <p>C Humble</p> <p>I Waite (DHT - Achievement)</p>	<p>During QA cycle and at assessment points as above</p>
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<p>Improved GCSE Maths progress and attainment results</p>	<p>Remodelling of Key Stage 3 Maths Curriculum to ensure that the basics of number are constantly taught and revised. Effective Maths programmes to be included with homework and classwork.</p> <p>Focus on effective use of 'Catch-up Premium' with Y7 intervention groups (Tuesday) & Y8 intervention groups (Thursday).</p> <p>More effective tracking and intervention at KS3 to use internal data to inform teaching.</p> <p>Past paper support for all Y11's on Wednesday evenings (all disadvantaged included) Small group interventions with a PP focus to take place by withdrawing pupils from Core PE.</p>	<p>Students need constant repetition throughout their Maths courses as opposed to distinct blocks, they benefit from key methods, equations and Maths ideas being consolidated throughout their courses.</p> <p>Year 7 need to catch up quickly to their peers so that they are secondary ready in Maths.</p> <p>Disadvantaged students must receive 'good or better' teaching in order for them to make good progress, they are vulnerable to less effective teaching due to external barriers.</p> <p>Data led teaching and support will lead to timely intervention, resetting of students and appropriately matched work for students.</p> <p>Research shows that very small classes with regular high quality teaching and feedback will have a positive impact.</p>	<p>PP Lead will monitor all PP strategies along with the Head of Maths.</p> <p>All maths data to be scrutinised at the two assessment points in the year.</p> <p>Y11 data scrutiny to be on-going but main data to be scrutinised after each mock period – December 2017 & March 2018.</p> <p>SLT will carry out an internal QA exercise in March focusing on disadvantaged students. Feedback will be given to the faculty.</p> <p>External Maths Specialist adviser will carry out lesson observations in January 2018 and will look at high quality teaching and learning within Maths.</p>	<p>C Humble</p> <p>I Waite (DHT - Achievement)</p> <p>A Baker (Head of Maths)</p>	<p>During QA cycle and at assessment points as above</p>
Total budgeted cost					£109,651.23

ii. Targeted support					
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?
Reduce the absence rates and persistent absence of pupil premium pupils so that students eligible for PP achieve attendance in line with other students.	<p>Enhance analysis of attendance half termly data trends by comparing the same cohort for each academic year.</p> <p>Strengthen attendance targeting/ support systems by proactively identifying pupils early in the autumn term who have historically had attendance issues.</p> <p>Strengthen attendance targeting/ support systems by proactively identifying Y6 pupils prior to transition who have historically had attendance issues.</p>	<p>There is a gap in attendance between DS and non-DS students. This is predominantly with girls. This gap needs to be closed because if students are not in lessons, they will not achieve well.</p> <p>The DfE report: link between attendance and attainment at KS2 and KS4 released in March 2016: <i>“ . . . pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons.”</i></p> <p>According to <i>Raise 2016 - Persistent absence in 2016 for FSM was above national and in the highest 10% nationally.</i></p> <p>The absence in 2016 of FSM was above national average and in highest 10% at 8.9%.</p>	<p>Continue with attendance monitoring program with targeted intervention by Head of Year.</p> <p>Attendance Officer to work alongside newly appointed <i>Attendance & Exclusions Manager</i> looking at attendance reviews for all PP pupils.</p> <p>Appointment of new AHT Inclusion from Dec 2017 to lead on inclusion strategy.</p>	<p>G Evans (Attendance Off)</p> <p>C Humble</p> <p>Heads of Year</p> <p>Form Tutors</p>	<p>Fortnightly.</p> <p>Half-termly & termly comparisons and analysis of attendance data.</p>

<p>More Able disadvantaged students' progress increases and accelerates, including in English and Maths.</p>	<p>Robust tracking of data to identify underachievement in Y7 – 11</p> <p>Co-ordination of intervention programmes Y7-11</p> <p>Study support – quiet places to learn etc.</p> <p>Mentoring of targeted students in Y11 (FCR year group)</p> <p>Y7-9 small group interventions in Ma & En</p> <p>Support from Educational visits</p>	<p>Gaps still exist (RAISE 2016) where it was highlighted that P8 in English (or mathematics) was significantly below average and in the lowest 10% for disadvantaged; disadvantaged middle; disadvantaged high.</p> <p>The EEF state the impact of small group tuition to be +4 months and 1-to-1 Tuition to be +5 months.</p>	<p>Student progress data is closely monitored and tracked after every assessment point.</p> <p>Students are carefully targeted based on data analysis.</p> <p>Regular meetings with Y11 MAT students by AHT (MAT) to monitor their work and effort levels.</p>	<p>S McGravey</p> <p>M Simpson</p> <p>A Baker</p> <p>I Waite</p>	<p>This will be reviewed continually through learning walks, weekly meetings with students in Y11 and HoY/ HoD progress checks.</p>
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<p>To promote emotional resilience and well-being for the entire school population and to provide, or source, specialist targeted intervention for those with identifiable symptoms of diagnosed mental illness.</p>	<p>Identify pupils experiencing mental health conditions, such as anxiety, and offer targeted support according to need:</p> <ul style="list-style-type: none"> • Alliance • Mindfulness • Men. Health Ambassadors • Staff/pupil buddy system <p>PSHE scheme of work to cover Mental Health Awareness across all year groups in an age appropriate manner.</p> <p>Deployment of trained Mental Health Ambassadors.</p> <p>To share information and specialist knowledge, regarding Technology & Social Media usage, with parents to increase awareness of what their children will be taught at school about social media.</p> <p>Whole Staff CPD for Mental Health was undertaken in 2016; to be built on in 2017-18.</p>	<p>“50% of mental illness in adult life (excluding dementia) starts before age fifteen” - <i>Children and young people’s mental health —the role of education: First Joint Report of the Education and Health Committees of Session 2016–1.</i></p> <p>The EEF suggests that social & emotional interventions are high impact for cost, based on extensive research.</p>	<p>Review has taken place of PSHE curriculum in preparation for 2017- 18 to ensure the topic of mental health is well covered.</p> <p>Close links already exist between Alliance counselling services and the school, regarding the mental well-being of our pupils that they deal with.</p> <p>When the Mental Health Champion returns from maternity leave (Feb. 2018) – further develop mental health provision in the school. Build upon the role of School Mental Health Lead (Jan 2018).</p>	<p>C Humble</p> <p>L Vaughan (ICT)</p> <p>J Hawthorne (SENCO)</p> <p>Heads of Year</p> <p>Learning Managers</p> <p>C Handley</p>	<p>Ongoing – depending on pupil needs</p> <p>PSHE content delivery to be monitored & reviewed half-termly</p>
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iii. Other approaches

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?
<p>Promote further Parent/ Carer engagement in education</p>	<p>Use CEIAG to involve parents in Careers Advice sessions for Disadvantaged pupils.</p> <p>Routinely secure parent/ carer feedback at Parents' Evenings & other events to inform future improvements. E.g. Exit surveys</p> <p><i>'Coffee with the Head'</i> – informal opportunity to come into school and meet staff. Look at ways to increase the frequency of communication with parents and make it a two-way conversation.</p> <p>Involvement of Primary Head Teachers and Y6 Teachers in transition events and activities in the first term of Y7.</p>	<p>EEF states that parental engagement is consistently associated with pupils' success at school but also acknowledges that how you increase involvement to improve attainment is mixed and much less conclusive.</p> <p>Research from Edutopia regarding Family Engagement: 8 tips for Reaching Out to Parents & 8 ways to Encourage Family Engagement in Secondary Schools offer strategies to try to engage parents/ carers more fully that we will be trying.</p> <p>As a school we know that we constantly come up against the hurdle of low parental aspiration and a lack of parental resilience that impacts on pupil learning and outcomes.</p>	<p>AHT (MAT& Enrichment) to oversee CEIAG monitoring & procedures.</p>	<p>S McGravey (AHT)</p> <p>C Humble</p>	<p>Termly – questionnaires after parents' evenings; encourage parents to complete the online questionnaire on the website; keep a copy of the 'register' of parents that have attended the <i>'Coffee with the Headteacher'</i> meetings.</p>
<p>Secure a systematic process for pupils to feedback to school</p>	<p>Establish a pupil focus group for each Year group. Share with</p>	<p>The recent Pupil Premium Review brokered with Stockton LA on 12 June 2017 highlighted that pupils' views are</p>	<p>Frequent meetings with the Pastoral lead in charge of the Pupil Voice Board.</p>	<p>M Booth (AHT)</p>	<p>Termly review of extra-curricular activities offered</p>

leaders their own evaluation of what was working well in lessons, what could be improved and how.	pupils the key outcomes of pupil surveys so that they are clear that they are listened to and surveys make a difference. Explore extending the range of after school activities to include more creative subjects.	gathered by surveys (two this year) though they do not know the outcome of these surveys. The pupils want to improve their understanding about why certain steps are taken within the school.	Termly questionnaire for pupils to evaluate T&L and wider school experiences.	Learning Managers Heads of Year S McGravey	Termly pupil voice assembly for all year groups led by a member of SLT
Total budgeted cost					£3767.40

6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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
Outcomes for DS pupils & 'national other' pupils will close across the headline measure for Y11 pupils and outcomes for DS pupils in Y7 – Y10 will be online with their flight paths in all year groups and all subject areas.	Regular monitoring and tracking of students' attainment and progress data. New Assessment system allowing rapid intervention when lack of progress is identified groups pinpointed	GCSE results 2017 initially show that the gap still exists between the school's DS pupils and the 'national other' measures.	Tracking of pupil data not forensic enough – new experienced <i>Data Leader</i> brought in to work alongside the new Data Manager to upskill the DM and provide very specific data to focus on the key areas effectively. Much more focus will also be placed on the HoY which will take on the role of Learning Leaders for the next academic year.	£156,758

	<p>Progress data analysed and target groups pinpointed</p> <p>Mentoring strategies – such as peer to peer mentoring to be used</p> <p>Joined up Pastoral & curriculum approaches to raising attainment</p>			
Ensure marking and feedback is timely, effective and enables pupils to make further progress subjects.	All staff are following the policy and outstanding M&F and student response is consistently evidenced throughout the college.	This did bring about a significant improvement in the quality of marking and the pupils' ability to respond to feedback improved across the academic year.	We will be continuing with a very strong focus on this area as it has definitely had an impact on the quality of pupil work and pupil voice has shown a positive response by pupils to this.	See above
ii. Targeted support				
Desired outcome	Chosen action / approach	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
Interventions to take place for small groups of pupils and be time effective	Interventions to show rapid progress for the pupils involved particularly in English & Maths	Little. Too many interventions took place with larger groups as staff were concerned with the number of pupils they felt needed more input.	<p>Not enough intervention work was aimed at small groups to have shown impact. This has been addressed for 2017-18 with only small group intervention taking place.</p> <p>We will no longer continue with interventions that are for the whole year group and we will very much be focusing on the specific needs of pupils throughout the year.</p>	See above

<p>To raise attendance rates for PP pupils in line with 'national other' figures and reduce the PA rates for DS pupils in line with 'national other'</p>	<p>New attendance policy to be adopted across the whole school</p> <p>New weekly update for all HoY regarding the attendance for all PP pupils in their year groups</p> <p>HoY / pupil interviews linked to attendance</p> <p>PP Pupil Information analysis & monitoring procedures to be implemented</p>	<p>This definitely impacted Term 2 & term 3 data as improvements were started to be evidenced in the attendance of PP pupils, particularly in Y8 & Y10.</p> <p>Attendance rates improved for all pupils across the school also.</p>	<p>Having a dedicated staff member whose only job is attendance and can exclusively manage the Attendance Officer is necessary to free up the Attendance Officer to be on the front line all the time meeting with those families who are most difficult to reach.</p> <p>Review has shown that aspects of the approach we have taken in 2016-17 will be retained as they were successful, such as , the closer monitoring of PP attendance procedures.</p>	
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iii. Other approaches

Desired outcome	Chosen action / approach	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
<p>To raise the aspirations of PP pupils and their parents</p>	<p>Continued focus in Collective Worship on fulfilling potential and using our gifts & talents</p> <p>Ensure that issues of Value & Worth are addressed in the RE & PSHE curriculums</p>	<p>The emphasis through Collective Worship was very much on the divine origin and destiny of each person as a child of God and how special each of us therefore is.</p>	<p>Not enough focus was put on dealing with parental aspirations and this will be a clear focus for the PP strategy 2017-18.</p> <p>We will continue to look at how we best motivate DS students across the school within other specific strategies across the school. Will look again at the impact of Careers provision for KS4 pupils.</p>	<p>£2936.84</p>

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 - Full PP report available from June 2017.
 - St. Patrick's Catholic College – Disadvantaged (PP) Action Plan 2017-18
 - Pupil Premium Grant (PPG) Funding Allocations 2016-2017 : Break down of spending

