

Pupil premium strategy / self- evaluation (secondary) 2019-20 year 1 new strategy approach HH

1. Summary information					
School	St Cecilia's RC High school				
Academic Year	2019-20	Total PP budget	£89,780	Date of most recent PP Review	March 2019
Total number of pupils	367	Number of pupils eligible for PP	100	Date for next internal review of this strategy	March 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.381	0.057
Attainment 8 score average	42.33	48.17

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.	Poor literacy skills-reading	
B.	Poor numeracy skills	
C.	Behaviour	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improved results with Maths and Science- additional support and intervention	Maths results improved with PP from baseline of 66% 4+ and Science baseline 57% 4+

B.	Closing of the gap between PP and non PP in English from baseline -6.8	Gap less than -6.8
C.	Improve attendance of PP pupils	91.4%
D.	Reduce the number of exclusions and referrals of PP pupils	34/100 PP pupils referred 41 pupils who had exclusions 13 were PP 31.7% of PP pupils were excluded
E.	Improved uptake of Ebacc with PP students	Improve from baseline of 0 pupils

5. Planned expenditure

Academic year

2019-20

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?
Teaching staff and TA support	Reduce the number of non specialist teachers for all children and to increase TA time to permanently staff the ASL department for intervention and emotional support work This will improve quality of T&L reduce number of referrals Appoint new teacher of Science and DT	High number of non specialist teachers 2017-18 ASL department closed in day time apart from break and lunchtimes as lack of staff	SENCO monitor ASL department Timetable and staffing	MS HH HE	June 2020
Staffing of homework club	To ensure all pupils have the opportunity every day to attend after school homework club to be able to access computers and resources to improve the quality of homework	Some pupils do not have the equipment and resources at home to access homework Support is variable at home for some pupils	Timetable provided and monitored weekly Register taken every session	JB	June 2020
Intervention lessons in English and Maths	Reduce the gap in English between PP and non PP To improve outcomes for PP pupils in Maths	Maths results improved with PP from baseline of 66% 4+ and Science baseline 57% 4+ Reduce gap in English -6.8	Set lessons in timetable for intervention sessions see Sol and outline of intervention lessons	HH	June 2020

ii. 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?
Resources/trips/instrumental lessons, licence SMHW (universities, revision)	To ensure all pupils have the opportunities to attend trips and purchase resources to support their learning Raise aspirations	Equality for all pupils regardless of background Lack of PP attending further education PP numbers on trips are low	Monitoring from PP lead re trips and bids for resources	HH	June 2020

guides, instrumental lessons)	Improve outcomes and learning				
Food and drink at breakfast time available for all PP pupils free of charge	To ensure pupils are fed ready to learn before school starts to improve concentration in lessons therefore improve outcomes and overall success Improved behaviour and concentration in lessons Reduced number of referrals	Research suggests that Pupils concentrate better if they have had breakfast	Monitoring of food supplied and pupils who use this resource Costing	HH BC	June 2020
Total budgeted cost					£89,780

6. Review of expenditure				
Previous Academic Year		2018-19		
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
Mentoring for all PP pupils to support revision at KS4	Improve outcomes at GCSE Support well being of pupils Permanent member of staff for mentoring/HOY	Gap has significantly narrowed in English, Maths and Science Attainment 8 42.33 (non PP 48.17) 4+ PP English and Maths 60%	Evidence suggests EEF that peer to peer mentoring has a higher impact than adult mentoring at both key stages Next year we will focus on peer mentoring with targeted support for certain pupils with BS focussing on attainment and revision as well as attitude to learning and wellbeing support Not all staff had the time capacity to mentor on regular basis	£25 485
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

Intervention for PP pupils in core subjects after school and top quality first teaching for ALL pupils CPD for staff	Improve outcomes at GCSE Support well being of pupils Courses for staff CPD	Gap has significantly narrowed in English, Maths and Science Attainment 8 42.33 (non PP 48.17) 4+ PP English and Maths 60%	To timetable the intervention sessions throughout the year on the timetable as additional literacy and numeracy lessons Clear SOL and monitoring of lessons	£2344.8
TA costings	TA intervention and support in lessons			£35 561

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
University trips for year 8 and 9 PP pupils	To increase aspirations for further education To enable pupils to see establishments they may not really know exist	Not all PP pupils attended the trips and they were only offered for PP pupils. This resulted in non PP pupils feeling isolated and left out. Pupils were clearly identified as PP because of the set trips which research suggests can have a negative impact on their well being and attitude to learning	To continue with the trips to Edge Hill and Lancaster but try to increase to Oxford and Cambridge University but open to all pupils in year 8-10 Raise aspirations of all pupils SB lead Not to inform pupils if they are PP. They do not need to know Staff still need to be aware as for all pupils with particular needs	£2000

Resources, trips and instrumental lessons, T&L books	To allow for pupils regardless of background fair access to resources and enrichment activities	This is always successful. One pupil has been having piano lessons which she would not have been able to do and is wanting to take GCSE Music in the future. PP pupils have been able to purchase revision guides to support their learning and help close the gap and attend trips at a reduced rate to gain life skills and experiences	To ensure parents are aware of the support available so all PP pupils can access resources, trips and instrumental lessons Staff to use bid sheet accurately	£3000
Food and drink for breakfast club	To ensure pupils are fed ready to learn before school starts to improve concentration in lessons therefore improve outcomes and overall success Improved behaviour and concentration in lessons Reduced number of referrals	Vital for concentration Research suggests that Pupils concentrate better if they have had breakfast	Continue for next year	£15390

7. Additional detail

Pupil Premium Strategy

“Quality first teaching with high expectations for all”

At St Cecilia’s we believe that every child is a gift from God and like all of humanity, made in His image and loved by God. This is why respect is a fundamental part of our school’s Mission Statement.

Within our school community our young people will learn to act justly, love tenderly and recognise God in their lives. Our school helps families to educate their children in accordance with the principles and teachings of the Catholic Church in an environment which inspires, encourages and supports the development of our pupils through nurturing their gifts and talents. Our school community will keep alive the memory of Jesus through the Eucharist and through the practice of our Faith. We want everyone at St Cecilia’s to experience the joy of the Gospel in their journey through school and the wider world beyond. We follow the example of St Cecilia by expressing our faith with courage and conviction to all.

At St Cecilia’s we are determined that every pupil will reach their full potential and the provision of the Pupil Premium will help close the gap in life chances between the most advantaged and the most disadvantaged members of our community, this fits with our ethos and Mission Statement as a Catholic School.

A member of the Schools Governing Body: Mr Bernard Seed is the Pupil Premium Governor for St Cecilia’s. Mrs Hall- Assistant Headteacher is the senior leader responsible for Pupil Premium

Strategic plan that we use to narrow the gap:

1. Quality first teaching – ensuring we know our pupils, differentiate and use resources such as ICT, TAs to support our PP students
2. Whole school mentoring of both KS4 and 3 pupils using a PP governor and year 10 pupils for year 7
3. We use TAs to support our PP students
4. We provide revision guides, equipment etc to all PP students.
5. University and College trips are free of charge to PP students and happen at least once a year. This includes workshops and trips to raise their aspirations.
6. The pastoral team track the attendance of PP students and puts in interventions to ensure students are in school.
7. Constantly raise awareness to staff, pupils and parents to try to narrow the PP disadvantage gap. This includes updated information to all staff on who is on our PP register.
8. Homework club available every evening
9. Free toast and hot drink at breakfast club for PP students

