

Pupil premium review 2019/20

1. Summary information					
School	St. Paul's Catholic Secondary School				
Academic Year	2019/20	Total PP budget (estimated Sept 2019)	£209,703	Date of most recent PP Review	July 2019
Total number of pupils		Number of pupils eligible for PP	224	Date for next internal review of this strategy	August 2020
2. Attainment 2019/20					
(Centre accessed grades)			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 (CAG) score average			-0.4	+0.6	
Attainment 8 (CAG) score average			4.0	5.2	
<i>Basics 5+ inc Eng and Maths (CAG)</i>			<i>47.8%</i>	<i>28.2%</i>	
<i>Basics 4+ inc Eng and Maths (CAG)</i>			<i>67.9%</i>	<i>53.8%</i>	
<i>.Ebacc + `Element (CAG)</i>			<i>+0.6</i>	<i>-0.8</i>	
<i>Maths Element (CAG)</i>			<i>+0.1</i>	<i>-0.6</i>	
<i>English Element (CAG)</i>			<i>+0.5</i>	<i>-0.3</i>	
<i>Open Element (CAG)</i>			<i>+1.0</i>	<i>+0.1</i>	
<i>LPA Progress 8 score average (CAG)</i>			<i>-0.7</i>	<i>-1.25</i>	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers					
A.	Current curriculum choices could be widened in some curriculum areas to offer further choices and greater flexibility to all learners refining a greater range of academic and vocational skills.				

B.	Lower levels of literacy and numeracy skills on entry at KS2 can contribute to underachievement in maths and English at KS4	
C.	Some of our most vulnerable learners demonstrate that lower levels of resilience are present, which can then be a barrier to a successful school experience by preventing students from responding positively to challenging circumstances such as social, emotional or academic challenges.	
Additional barriers		
D.	Persistent Absenteeism is higher amongst PP students than against Non PP students.	
4. Intended outcomes		Success criteria
A.	A curriculum review in order to offer maximum choice and maximum flexibility to PP students through the introduction of further vocational subjects.	Improved overall P8 and A8 scores
B.	Improved attainment and challenge across the curriculum areas but with a specific focus on stretch and challenge in maths and English	Improved overall P8 and A8 scores
C.	Improved attitudes to learning and increased engagement with the wider school community leading to a more enriched experience of school life through participation in school shows, sports representation, music and theatre.	Reduction of negative behaviour points and sanctions issued particularly exclusions and isolations and improved PP engagement with extra-curricular opportunities.
D.	Persistent absenteeism (below 95%) reduced amongst PP students leading to higher attainment and engagement with school life.	Improved attendance rates above 95% for all PP students.

5. Review of expenditure

Previous Academic Year

2019/20

i. Quality of teaching for all

Action	Intended outcome	Impact:	Lessons learned	Are we continuing with the strategy?
Implementation of Visible Learning Strategies in Year 11 across all subjects with a specific English and maths focus.	Improved P8 scores for PP students and a narrowing of the gap between PP and Non PP students.	English reduced the gap in progress by 0.7 between disadvantaged and non-disadvantaged students. Maths also decreased the gap by 0.7. results based on CAG's demonstrate improvement in outcomes for disadvantaged students.	Continue and develop the strategy further to suit new requirements for the classroom. Visible learning consultant to take a lead on Quality Assurance and self-evaluation in order to deliver CPD suited and tailored for staff.	Yes. Self- support from a Visible Learning consultant followed by developmental coaching based on Visible learning/Rosenshine in order to meet the needs of learners balanced with the current climate and recovery needs of students.
Future Pathways	LPA students are given opportunities to access an appropriate curriculum and gain the skills required for FE.	0% NEETS. All targeted students accessed a Level 2 qualification in Post 16 on their chosen Post 16 vocational course.	Continue with the strategy. To target KS3 students using data suited to the course prior to Year 8 options selection identified through careful monitoring of data such as KS2/3 attainment, target grades, achievement, behaviour etc.	Yes. All data to be carefully monitored by SLT and PL's to ensure that targeted students are entered onto the appropriate pathway. Students will have a meeting with their tutor prior to options evening to who will in order to discuss appropriate pathways.

PP Choice Spending	Students have the correct equipment, uniform, have access to extra-curricular trips and are able to contribute to the wider school community equitably with Non PP students.	65% of students utilised the full amount of their budget on essential items associated with learning.	Continue with the strategy. Evaluation of the total spend demonstrates that uptake of the funding is utilised on equipment and extra-curricular related experiences. Lockdown in March 2019/20 prevented students from utilising spend on extra-curricular activities but did enable students and parents to utilise spend on equipment, books and printers to enable disadvantaged students to have a full range of access to the curriculum.	Ensure that all students have access to their budget. Half termly letters to be sent to parents reminding them of the amount remaining and how to access the budget.
Small group literacy support Years 7-12	Improved reading age scores	Student voice demonstrates a more positive attitude towards reading from Year 7 students selected with 72% more uptake in library books more than 3 times over a half term. Reading age scores could not be calculated due to the lockdown.	Develop the approach further. Provision developed to include literacy and inference groups in Years 8 and 9 for PP students to ensure that they are GCSE ready for the demands of their English GCSE's. Reading buddies to continue with years 7-12.	Yes Students to be selected to work with the English Tutor on a 6 week basis to provide further support to active reading strategies.
Revision Guide purchase for all Year 11 students	Students to achieve higher P8 and A8 scores and improve upon independent quality revision.	A reduction of the gap in P8 scores (CAG grades)	Development of the approach. Revision guide purchase uptake was strong for PP students with homework rates improved for PP students by 25%. Strategy continued with a focus on monitoring the homework completion rates of PP and utilising a 'student academic support' after school club where revision guide use will be the focus of the sessions.	Yes. Current restrictions on after school clubs means we are unable to facilitate homework support. Year 11 however are receiving revision strategy support each week during form time by their Progress Leader.

English – Enrichment	Disadvantaged students achieve higher attainment in the drama sections of their GCSE exams for English Literature.	Students showed a +0.3 increase in half termly tests on the sections of the exam paper including Macbeth and A Christmas Carol than other sections of the paper where no drama support was available.	All students do not follow the same pathway (i.e. – the same production for Shakespeare) and therefore some students were unable to access the same level of support. Future years must follow the same pathway to ensure consistency and access to support. Questions and answers by the students to the actors provided an opportunity to understand how performance choices are made which is a key skill within the exam.	
Maths	Disadvantaged students to receive focused support with the ‘making it stick’ strategies and accompanying revision resources to ensure that knowledge is recalled and secured into long term memory.	EEF studies show that strategies taught to students are effective in improving the retention of information and knowledge in order to improve KS4 outcomes.	Intervention continued. Early use of strategies identified in lessons and early indications of knowledge retention proved successful. Strategy continued.	
Action	Intended outcome	Estimated impact:	Lessons learned	Are we continuing with the strategy?
Faith in Families Social Workers	Improved attainment and achievement. Improved engagement in school. Ability to deal with very complex needs of individual pupils addressed by specialist staff.	High priority students were well supported throughout the year until march 2020. Attendance rates amongst those students average at 91% which is slightly above last year’s cohort at 81%.	Continue with the approach. A small number of students are able to benefit from the strategy with a large number of students reporting anxiety and stress.	Greater use of mentoring in school to support further students and improve attendance amongst the cohort.

Additional Pastoral support	Improved behaviour and attendance of the target group leading to improved attainment for the group and narrowing the gap. Decrease in both internal isolations and external exclusions. Involvement of Pastoral support in new behaviour policy.	A more robust and tailored 'pro-active' support system in place. Students supported with behaviour, attendance and attitude in a number of tailored interventions.	Continue with the approach. Earlier identification of students with a flexible approach throughout the year. Data monitored in relation to isolations and exclusions and intervention appropriately utilised to manage repeat instances. Attendance of disadvantaged students improved against non-disadvantaged in Years 7 and 11 as a result of family support work undertaken. Whole school behaviour system implemented in 2020 to improve consistency and behaviour for learning in the classroom. APL's to continue to support students	Greater focus on the KPI's and measuring the impact of interventions and support work with students by progress Leaders.
After school homework club	Improved attainment and achievement.	Significant number of PP students earn negative behaviour points from 'no homework' handed in. Students to be targeted and homework club intervention used.	Unable to fully monitor the impact to March 2020 based on CAG grades and remote learning.	Yes – as soon as students are able to stay after school as per the risk assessment.

<p>Empowering girls Intervention (Yr 9)</p>	<p>To develop aspiration and an understanding of personal safety amongst girls in Year 8 and 9.</p>	<p>Student voice has shown that selected students were lacking aspiration about their future life goals opting for non- academic professions and pathways. All 13 students would choose a non – academic route despite being HPA’s</p>	<p>Unable to monitor outcomes and impact due to the course being incomplete due to lockdown.</p>	<p>Strategy under review however intervention is still required with HPA girls to ensure that they opt for the most aspirational pathway at post 16.</p>
<p>Sports interventions</p>	<p>Improve the frequency of positive points awarded. Greater engagement with the wider community.</p>	<p>Improvement in behaviour for learning including: self discipline, organisational skills and respect for the learning environment. Impact unable to be measured accurately through lesson obs and student voice due to lockdown.</p>	<p>Continue the approach. The strategy primarily focused on the engagement of boys. (4/1 ratio). Of the 39 boys targeted 80% engaged and attended the sessions regularly resulting in an understanding of healthier lifestyles and positive attitudes towards school life. In conjunction with Leicester Ryders, girls into sport will be an area of particular focus for this academic year 2019-20.</p>	<p>Continue with this strategy throughout 2020-21.</p>

CIAG & Widening Participation Visits	0% Neets	0% Neets – success criteria met.	Due to the disbanding of Connexions, St Paul’s resident Level 6 Careers advisor will no longer be in a position to advise students. Level 4 advisor needed and a level 6 external advisor bought in to support students further with action planning.	Careers strategy for Year 11 PP students overhauled in relation to post lockdown. All students provided with a ‘priority’ banding for one to one careers interviews and PS16 support and with further level 6 specialised planning interviews.
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ii. Other approaches

Action	Intended outcome	Impact:	Lessons learned	Are we continuing with this strategy?
Top up FSM + Breakfast Club	Improved punctuality to school, improved attendance rates.	To improve students’ health and well-being ensuring that they eat a nutritious breakfast before school.	Strategy Continued. Punctuality to school improved significantly throughout 2018/19; lateness was reduced in PP students from 9% of all PP students on average being late to school at least once a week, to 0.5%.	Yes. At present, students are unable to access breakfast due to canteen restrictions.
Attendance Officer	Reduction of PA students amongst the PP cohort.	Improvement of attendance overall but specifically amongst PA students who are also PP. Reduction of this groups by 8.9%	A focused approach by the attendance officer to engage and hold stakeholders to account for PA attendance. Improvement in	Yes. Possibly with a view to increasing hours as a result of post covid impact.

			attendance outcomes for PP students shown across all year groups. Strategy continued with higher accountability for Progress Leaders through appraisal targets to increase 'buy in' school wide.	
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Glossary

DA Disadvantaged

PP Pupil Premium

LPA Low Prior Attainer

MPA Middle Prior Attainers

HPA High Prior Attainers

VCM Vulnerable Child Meeting

CAG Centre accessed grades

