

Pupil Premium (PP) Strategy Statement

Summary information – St. Columba's Catholic Boys' School					
Academic Year	2017/18	Total PP budget	£156,145	Date of most recent PP Review	September 2017
Total number of students	661	Number of students eligible for PP	167		

Current Attainment (2016/17)			
	St Columba's PP students	St Columba's non-PP students	Bexley not eligible for PP (2016)
Progress 8	-0.17	0.04	0.10
Attainment 8	39.11	44.56	51.92
English BaccaLaureate Standard Pass	6.45	11.54	
English BaccaLaureate Strong Pass	3.23 %	10.26 %	
English & Mathematics 4+	52 %	58 %	73.3
English & Mathematics 5+	16 %	31 %	56.1

Attainment (2015-16)			
	St Columba's PP students	St Columba's non-PP students	National not eligible for PP
% achieving 5A*-C inc EM (2015/16 only)	41.67	59.79	63
% achieving expected 3+ levels of progress in English	76	78.02	74
% achieving expected 3+ levels of progress in Maths	54.55	61.54	72
Progress 8 score average	-0.16	-0.02	0.10
Attainment 8 score average	43.35	50.18	53.3

Barriers to Future Attainment	
In-school barriers	
a	Attainment differences upon entry to Yr 7 between PP students and Non-PP peers (numeracy and literacy).
b	Gap between PP and Non-PP peers widens at KS4.
c	Underperformance of a group of Yr 9 students in relation to Non-PP peers (has improved over course of Yr 8, but still needs to improve).
d	Non-attendance by some Yr 11 PP students to Booster sessions.
External barriers	
e	Lower level of parental engagement of some of our PP parents (still an issue but has improved during the last Academic year).
f	<p>PP students can face some of more of the same barriers:</p> <ul style="list-style-type: none"> • Social and emotional barriers • Material poverty in terms of resources for learning, space to work at home • Low self-esteem, aspiration and lack of resilience • Limited FE and HE family experience • Sometimes behaviour • Mental illness • Slightly lower attendance levels than Non-PP peers

Outcome of Interventions (Success criteria)	
a	<p>Good levels of progress (as measured by Progress 8 scores, and Levels of Progress) in all subject areas, especially English and Maths for PP students across Key stage 3.</p> <p>All PP students across KS3 to make expected progress by the end of the academic year and for a third of them to make more than expected progress. Evidence will be available using 4Matrix on a termly basis with a particular interest in English and Maths.</p>
b	A diminishing difference between PP and Non-PP students in the majority of headline measures (Progress 8, Attainment 8, etc.) as well as Progress and attainment in subjects.
c	Pastoral, timetable and behavioural interventions for targeted PP students, carried out by Form tutors, Heads of Year and Senior Leaders. Attitude to Learning (A2L) improvements for targeted groups, monitored on a half termly basis as well as behaviour points on SIMS.
d	Subject teachers and Heads of Department get administrative staff to call home to tell PP parents of booster classes and about non-attendance (overlaps with parental engagement).
e	<p>Administrative staff individually contacting PP parents whenever there is a school progress event for all year groups.</p> <p>Yr 11 Progress Interviews for targeted parents with particular focus on PP students, with high proportion of parents attending</p> <p>Increased percentage of PP parents at parents' evenings, etc. Narrowing of gap in attendance between PP and Non-PP parents to such events.</p>
f	<p>Interventions set up to address these issues and concerns should see a diminishing difference between PP and Non PP students in the majority of headline measures (Progress 8, Attainment 8, etc.) as well as Progress and attainment in subjects</p> <p>Also the gap in attendance figures should diminish.</p>

Planned expenditure for 2017/18 Academic Year

The three headings below demonstrate how St Columba's is using the PP to improve classroom pedagogy, provide targeted support and support whole school strategies.

1. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice	How we will ensure it is implemented well	Staff lead	When we will review
Ensure that all PP students experience high quality teaching.	<p>Staff CPD and INSET</p> <p>Teaching and Learning Policy that includes EEF strategies</p> <p>Using PiXL strategies in teaching</p>	<p>Quality first teaching is fundamental to the success of disadvantaged students. EEF evidence and NFER research and articles. Most of our PP funding is spent on teaching costs.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/homework-secondary/</p> <p>Targeted intervention groups at GCSE, thinking hard strategies for higher ability students, utilisation of PiXL closing the gap strategies (mentioned throughout this document). Strategies from PiXL on Huddle.</p>	<p>Lesson Observations, Learning walks, work scrutiny, Line management meetings, Academic & Pastoral Boards.</p> <p>Teaching staff follow this policy which includes strategies to best improve the progress and outcomes of PP students.</p>	<p>School lead for PP, SLT, HoD, HoY</p> <p>SLT, HoD, HoY</p>	<p>PML and LFS July 2018</p>
All PP students have the time to read in school.	Right to Read program	<p>This Reading strategy encourages all of our students to read silently for at least 15 minutes per day (when there is not an assembly on). It may not quite fit the criteria as a reading comprehension strategy, but it does ensure that all boys have an opportunity to read.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/</p>	Started during 2016/17 academic year.	SLT, HoY, FT	Reviewed termly by SLT (HMN)
Lower student to staff ratio upon entry.	Reduction of class size at Yr 7.	<p>EEF evidence suggesting that this helps raise the attainment of disadvantaged students.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reducing-class-size/</p>	Timetable constructed to reduce class sizes in Yr 7.	School lead for PP, HoDs, HoY	PML July 2018
Total budgeted cost					£ 60,000

2. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff lead	When we will review
Increase the attainment of PP students.	Small group GCSE Booster sessions for all subjects.	Students benefit from small group sessions revising the GCSE subject content, following numerous strategies such as doing past paper questions and receiving immediate feedback, exam technique, revision techniques, etc. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/ https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reducing-class-size/	Students identified based on need by SLT, HoDs, HoY and subject teachers, by tracking data, department meetings, Line management meetings, Pastoral & Academic boards.	Deputy Head, HoY, HoDs	Deputy Head HoY 11 and PML ongoing
Where needed, students provided with relevant subject revision and study guides.	Resources provided by additional 15% PP funding for each department.	No evidence from EEF. However it can only benefit PP students if they have access to the same revision materials as their peers to help support their learning and prepare them for exams.	Students' needs identified by HoY, HoD's and teachers, with advice sought from AHT.	AHT, HoDs	PML July 2018
Specialist Staff to provide support in a number of areas (Attendance, Punctuality, Behaviour, SEND, etc) helping to diminish the difference between PP students and their peers.	Specialist interventions to address issues mentioned.	Better curriculum access is enabled by good attendance and punctuality so these are monitored regularly, involving outside agencies. Evidence suggests that improved behaviour can lead to better outcomes for students who have specific behavioural issues. To this end we have a Learning Support Unit (LSU), where interventions can take place. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/ Some PP students are also SEND, so they need TA support which can have positive outcomes if used properly for individual or small group support. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants/ https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/	PML, STS, BWK, SENCo, HoYs, FTs.	BWK, PML, SENCo	PML July 2018
Total budgeted cost					£120,000

3. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff lead	When we will review
Every PP student is known by all his teachers and interventions and support are allocated to these students where necessary.	<p>Teachers and support staff have been given detailed information about which students in their classes are PP.</p> <p>Fixed agenda items for HoDs, HoYs, Line management, Pastoral and Academic Board meetings.</p>	<p>This information allows them to implement strategies at a classroom level, to make sure that PP students are making the expected progress within their subjects.</p> <p>Each half term there are several meetings at which matters relating to PP students are discussed by teachers. Assessment data is collected 3 times during the academic year. This is analysed by several professionals and student's progress is identified. If PP students are not progressing their names are raised and strategies and interventions are suggested to help them make progress. The Academic and Pastoral Board meetings occur every term, in line with data collection.</p>	<p>Evidence found in mark books, seating plans for each class</p> <p>Evidence to be found in Minutes of these meetings.</p>	School lead for PP, SLT, HoD, HoY, Teachers, TA's	<p>Termly, PML, SLT, Key Stage Coordinators HoY HoD</p> <p>PML</p>
Increased participation of PP parents at school events (greater parental engagement).	Continuing on from the last academic year where the participation and engagement gap reduced, but could still be improved upon.	<p>Research from the EEF and other research bodies has suggested that the involvement of parents can help improve the outcomes of PP students.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/</p>	Administrative staff individually contacting PP parents and other vulnerable groups, whenever there is a school progress event for all year groups.	AHT, HoYs, LBE, MCO	PML after each event
Use of Digital Technology to help learning.	GCSEPod Doodle Learn SIMS Learning Gateway (at time of writing two	<p>Use of these two programs to facilitate learning in lessons and for revision and homework. Strong research base from EEF.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/digital-technology/</p>	All teaching staff to use SIMS learning gateway to record homework. Staff are encouraged to set some of their	SLT, HoYs, HoD	PML and LTR

	other digital learning tools will be added).		homework tasks using Doodle and GCSE Pod		
Use of Digital platforms to monitor the interventions.	Provision Map software (currently under review), 4Matrix.	Keeping a record of what interventions are put into place for PP students and tracking their progress data using these programs will shed light on which interventions work.	Interventions recorded for all students in Yr 11. Expanding into other year groups (individuals) for Yrs 7 to 10 for the next academic year.	AHT, SLT, KKD	PML Termly
Careers Advisor (Yrs 10 and 11) to provide Careers and Post 16 advice earlier to PP students.	Prospects career adviser (two days a week) Post 16 Evening, GCSE Exam success evening.	To prioritise meeting with PP students starting in Yr 10. It is also to reduce the percentage of NEET and narrow the gap in FE / HE progression.	All Yr 10 and Yr 11 PP students seen before non-PP peers in these year groups. Long term little differences between PP and Non-PP groups in terms of FE / HE progression	PML, Careers Advisor, HoY	PML termly
Combined Hardship Fund to assist any unplanned interventions (trips, equipment, etc).	Hardship fund (£5,000)	PP students may not be able to pay for school trips, items of uniform, equipment, etc. due to their families' economic circumstances. Provision of such items may help these students access the curriculum.	Funds allocated on a needs basis.	PML, SLT, HoY, HoDs	PML July 2018
Total budgeted cost					£20,000

Review of Previous Academic Year (2016/17) expenditure

1. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
Ensure that all PP students experience High Quality Teaching.	Staff CPD and INSET.	All staff observed at least twice during the academic year. With the vast majority of observed teaching displaying high quality teaching that could be shared with other colleagues or to continue the good quality teaching observed.	An area that still requires further development is the area of differentiation. Will continue CPD based upon interventions for high learners which can only benefit all learners.	
Lower student to staff ratio upon entry.	Reduction of class size at Yr 7.	The timetable was constructed to reduce the class sizes in Yr 7. Percentage of PP students making good or better progress by the end of Yr 7 outstripped their Non-PP peers by 2 %	Will continue this into 2017/18.	
				Total cost of both approaches for quality of teaching: £58,150

2. Targeted support

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
Increase in the attainment of PP students.	Small group GCSE Booster sessions for all subjects.	PP students that attended the majority of the booster sessions and interventions available after school and other non-contact times during the school day, made progress.	Continuation into the next academic year, with an emphasis on getting the boys to the booster sessions, using administrative staff.	
Where there is a need students are provided with relevant subject revision and study guides.	Continuing on from the last academic year where the participation and engagement gap reduced, but could still be improved upon.	PP students provided with resources including revision guides, study guides, ingredients for food technology, music lessons, journals, extra exam materials, etc. Its estimated impact was high because the boys had access to materials	Will continue this into 2017/18.	

		that they may not have had ordinarily that could only have been beneficial to them.		(£5,496 within overall cost for this section below)
Higher levels of progress in literacy for Yr 7 and Yr 8 students.	Use of Accelerated Reader software in English lessons.	Majority of students who used this software did make progress in their reading age over the year. However not enough students used this for a variety of reasons.	Still in use until Easter of this academic year. Its use is still under review with a mind to use more diagnostic software to assess reading age and another piece of software to design lessons around reading comprehension.	
Specialist Staff to provide support in a number of areas (Attendance, Punctuality, Behaviour, SEND, etc) helping to diminish the difference between PP students and their peers.	Specialist interventions to address issues mentioned.	<p>Better curriculum access is enabled by good attendance and punctuality so these are monitored regularly, involving outside agencies.</p> <p>Attendance of PP students is line with attendance of Non-PP national.</p> <p>Evidence suggests that improved behaviour can lead to better outcomes for students who have specific behavioural issues. To this end we have a Learning Support Unit (LSU), where these interventions can take place.</p>	Will continue.	Total cost: £111,513

3. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
Every PP student is known by all his teachers and interventions and support are where necessary.	<p>Teachers and support staff have been given detailed information about which students in their classes are PP.</p> <p>Fixed agenda items for HoDs, HoYs, Line management, Pastoral and Academic Board meetings.</p>	<p>Teachers know their PP students and targets (evidence from seating plans, mark books, lesson observations and learning walks).</p> <p>Interventions put into place by HoD and HoY in relation to PP students.</p>	<p>The approach will undoubtedly continue.</p> <p>Support staff need to be more involved in the planning for interventions involving PP students in the classroom.</p> <p>But need a more rigorous follow up at the next pastoral and academic boards or Line management meetings.</p>	
Increased participation of PP parents at school events (greater parental engagement).	Administrative staff individually contacting PP parents and other vulnerable groups, whenever there is a school progress event (parents evening, prize giving, post 16, GCSE exam success evening).	Gap between PP and Non PP parents diminished. With boys of parents who attended more likely as a sub group within PP to do well.	Still some parents who are difficult to reach or persuade them of the importance of such events. Maybe give even more advanced warning.	
Use of Digital Technology to help learning.	<p>GCSE Pod and Doodle Learn Use of these two programs to facilitate learning in lessons and for revision and homework.</p> <p>All teaching staff to use SIMS Learning Gateway to record homework. Staff are encouraged to set some of their homework tasks using Doodle and GCSE Pod.</p>	<p>Levels of use at levels of non-PP students. Amount of use correlates with exam success. However some students use sparsely and still made progress.</p> <p>Vast majority of teachers use SIMS LG and Doodle learn.</p>	Will continue for all students.	

<p>Use of Digital platforms to monitor interventions.</p>	<p>Provision Map software, 4Matrix</p> <p>Keeping a record of what interventions are put into place for PP students and tracking their progress data using these programs will shed light on which interventions work.</p>	<p>Vast majority of Yr 11 interventions recorded and some appraised on Provision map.</p> <p>Whole school PP provisions documented for Yr 7 to Yr 10, but very few class based interventions.</p> <p>4Matrix software invaluable in the analysis of data for all groups of students to help ascertain progress in conjunction with Attitude to Learning grades and progress measures.</p>	<p>Will continue but need to provide administrative support to input interventions and feedback of success.</p> <p>May switch to a SIMS based system instead of provision map software (to be decided).</p>	
<p>Careers Advisor (Years 10 and 11) to provide Careers and Post 16 advice earlier to PP students.</p>	<p>Prospects career adviser (two days a week) to prioritise meeting with PP students starting in Yr 10. It is also to reduce the percentage of NEET and narrow the gap in FE / HE progression.</p>	<p>All PP students in Yr 11 and Yr 10 seen twice and early. Vast majority of PP students in FE where known.</p>		<p>Total Cost: £19,483</p>

Additional Information

Progress data summer 2017

Group	Yr 7		Yr 8		Yr 9		Yr 10	
	T	E	T	E	T	E	T	E
All	63%	23%	55%	22%	61%	20%	53%	27%
PP	61%	26%	54%	18%	59%	21%	51%	25%
Non-PP	63%	22%	56%	23%	62%	19%	53%	26%

Group	Yr 7			Yr 8			Yr 9			Yr 10		
	T+E	T	E	T+E	T	E	T+E	T	E	T+E	T	E
All	86%	63%	23%	77%	55%	22%	81%	61%	20%	79%	53%	27%
PP	87%	61%	26%	73%	54%	18%	80%	59%	21%	76%	51%	25%
Non-PP	85%	63%	22%	79%	56%	23%	82%	62%	19%	80%	53%	26%

Key for above data: T means on target to achieve his target grade
E means exceeding his target grade

Attitude to Learning grades Summer 2017

<u>% of A2L grades awarded to grade</u>																
Group	Yr 7				Yr 8				Yr 9				Yr 10			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
All	43%	47%	10%	0%	35%	41%	19%	5%	32%	48%	16%	3%	37%	44%	16%	3%
PP	42%	46%	12%	0%	25%	45%	8%	8%	28%	47%	6%	6%	29%	48%	6%	6%
Non-PP	43%	48%	9%	0%	39%	39%	4%	4%	34%	49%	2%	2%	39%	43%	2%	2%