

## Pupil Premium (PP) Strategy Statement 2018-9

Summary information					
<b>School</b>	St. Columba's Catholic Boys School				
<b>Academic Year</b>	2018-9	<b>Total PP budget</b>	£189,805	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	727	<b>Number of pupils eligible for PP</b>	203		

Attainment (2017-8)			
	Pupils eligible for PP (your school)	Pupils not eligible for PP	National not eligible for PP (2017)
<b>Progress 8</b>	+0.28	+0.18	0.1
<b>Attainment 8</b>	39.98	48.11	50
<b>English Baccalaureate Standard Pass</b>	9.52	17.33	28
<b>English Baccalaureate Strong Pass</b>	4.76	16	26
<b>English &amp; Mathematics 4+</b>	52.38	65.33	76
<b>English &amp; Mathematics 5+</b>	23.81	44	56

Attainment (2016-7)			
	Pupils eligible for PP (your school)	Pupils not eligible for PP	National not eligible for PP (2017)
<b>Progress 8</b>	-0.17	0.04	0.1
<b>Attainment 8</b>	39.11	44.56	50
<b>English Baccalaureate Standard Pass</b>	6.45	11.54	28
<b>English Baccalaureate Strong Pass</b>	3.23 %	10.26 %	26
<b>English &amp; Mathematics 4+</b>	52 %	58 %	76
<b>English &amp; Mathematics 5+</b>	16 %	31 %	56

<b>Barriers to Future Attainment</b>	
<b>In-school barriers</b>	
<b>a</b>	Attainment differences upon entry to year 7 between PP pupils and Non PP peers (numeracy and literacy) do exist but have got smaller (less than -0.4 Key Stage 2 APS)
<b>b</b>	Underperformance (related to behaviour) of a group of year 10 pupils in relation to Non PP peers (has improved over course of Y9, but the majority of the success has been in Attitude to Learning measures and Progress measures, the improvement needs to be seen in a diminishing gap between the 2 groups in P8 and A8, which have improved from last year)
<b>c</b>	Small gaps in P8 and A8 scores in years 8 and 9 PP and non PP peers (however the scores of the P8 group are positive)
<b>External barriers</b>	
<b>e</b>	Lower level of parental engagement of some of our PP pupil parents (still an issue but has improved during the last Academic year)
<b>f</b>	PP pupils can face some of more of the same barriers: <ul style="list-style-type: none"> <li>• Social and emotional barriers</li> <li>• Material poverty in terms of resources for learning, space to work at home</li> <li>• Low self-esteem, aspiration and lack of resilience</li> <li>• Limited FE and HE family experience</li> <li>• Sometimes behaviour</li> <li>• Mental illness</li> <li>• Slightly lower attendance levels than Non PP peers</li> </ul>

<b>Outcome of Interventions (Success criteria)</b>	
<b>a</b>	The majority of PP pupils making progress as shown by their P8 and A8 scores, Attitude to Learning and Progress Measures in all subject areas, especially English and Maths across both Key Stages.
<b>b</b>	A diminishing difference between PP and Non PP pupils in the majority of headline measures (Progress 8, Attainment 8, etc.) as well as Progress and attainment in subjects.
<b>c</b>	Pastoral, timetable and behavioural interventions for targeted PP pupils, carried out by Form tutors, Heads of Year and Senior Leaders.

	Attitude to Learning (A2L) and Progress measure improvements for targeted groups, monitored on a half termly basis as well as behaviour points on SIMS.
<b>d</b>	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)
<b>e</b>	Administrative staff individually contacting PP parents whenever there is a school progress event for all year groups. Y11 Progress Interviews for targeted parents with particular focus on PP students, with high proportion of parents attending. Increased percentage of PP parents at parent's evenings, etc. Narrowing of gap in attendance of PP parent's and Non PP parents to such events (has improved but there needs to be parity between the groups)
<b>f</b>	Interventions set up to address these issues and concerns should see a diminishing difference between PP and Non PP pupils in the majority of headline measures (Progress 8, Attainment 8, etc.) as well as Progress and attainment in subjects. Also the gap in attendance figures should diminish.

Planned expenditure					
Academic year	2018 to 2019				
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.					
<b>i. Quality of teaching for all</b>					
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?
Ensure that all PP pupils experience high quality teaching.	Staff CPD and INSET	Quality first teaching is fundamental to the success of disadvantaged pupils. EEF evidence and NFER research and articles. Most of our PP money is spent on Teaching costs.	Lesson Observations, Learning walks, work scrutiny, Line management meetings, Academic and Pastoral Boards	School lead for PP, SLT, HOD and HOY.	PML and LFS July 2019

	Teaching and Learning Policy that includes EEF strategies  Using PiXL strategies in teaching	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/</a> <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/homework-secondary/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/homework-secondary/</a>  Targeted intervention groups at GCSE, thinking hard strategies for higher ability pupils, utilisation of PiXL closing the gap strategies (mentioned throughout this document). Strategies from PiXL on Huddle	Teaching staff follow this policy which includes strategies to best improve the progress and outcomes of PP students	SLT, HOD, HOY	
All PP students have the time to read in school	Schools Right to Read program	This Reading strategy encourages all of our pupils 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  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/</a>	Started during 2016-17 academic year	SLT, HOY. FT	Reviewed termly by SLT (HMN)
Lower pupil to staff ratio than National average	Reduction of class size at year 7	EEF evidence suggesting that this helps raise the attainment of disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reducing-class-size/</a>		School lead for PP, HOD's and HOY	PML July 2018
<b>Total budgeted cost</b>					£ 60,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase the attainment of PP pupils	Small group GCSE Booster	Students benefit from small group sessions revising the GCSE subject content, following numerous strategies such as doing	Pupils identified based on need by SLT, HOD's, HOY and	Deputy Head,	Deputy Head HOY 11 and PML ongoing

	sessions for all subjects	past paper questions and receiving immediate feedback, exam technique, revision techniques, etc. <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/</a> <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reducing-class-size/</a>	subject teachers, by tracking data, department meetings, Line management meetings, Pastoral and Academic boards.	HOY, HOD's	
Where there is need pupils provided with relevant subject revision and study guides.	Provision of resources through PP fund that every department has a part of their Capitation (+15%)	No evidence from EEF. However it can only benefit PP pupils if they have access to the same revision materials as their peers to help support their learning and prepare them for exams.	Pupil's needs identified by HOY, HOD's and teachers, with advice sort from AHT.	AHT, HOD's	PML July 2019
Specialist Staff to provide specialist support in a number of areas (Attendance, Punctuality, Behaviour, SEN, etc.). This would help diminish the difference between PP pupils and	Specialist interventions to address issues mentioned	It is obvious that if you attend school and are on time you can access the curriculum better, so we monitor attendance and punctuality regularly, involving outside agencies.  Evidence suggests that improved behaviour can lead to better outcomes for pupils who have specific behavioural issues. To this end we have a Learning Support Unit (LSU), where these interventions can take place. <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</a>  Some PP pupils are also SEN, so they need Teaching assistant support which can have positive outcomes if used properly for individual support of pupils or support of small groups	PML, JHK, BWK, SENCO,HOY's, FT's	BWK, PML, SENCO	PML July 2019

<p>their peers in these areas.</p>		<p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</a></p>			
<p>Higher levels of progress in Literacy for year 7 and 8 pupils</p>	<p>Use of Accelerated Reader software in English lessons</p>	<p>High quality literacy teaching and the use of this software will increase the pupils' progress in literacy. Reading comprehension strategies improve learning by about 5 months a year. Also there is some suggestions that computer based approaches can provide positive outcomes when they focus on the development of strategies and self-questioning skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/</a></p> <ol style="list-style-type: none"> <li>1. Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school.</li> <li>2. A well-stocked library with a wide collection of books banded according to the Accelerated Reader readability formula, and easy access to computers with internet connection, are the main requirements for successful implementation.</li> <li>3. Pupils at very low levels of reading may not be independent readers and would need initial support from teacher to start reading books. Reading is encouraged during English lessons and Form time ('Right 2 Read')</li> </ol>	<p><b>Acc. Reader</b> Liaison with SENCO, Head of KS3 English (RCX), English teachers, LBE, TA's using data, observations, meetings, etc.</p>	<p>PML, SLT, Head of KS3 English, subject teachers English</p>	<p>SENCO, PML, RCX ongoing</p>

Higher levels of progress in Literacy for year KS3 pupils using different programs	Use of online reading test and then LEXIA program for KS3 pupils	<a href="https://educationendowmentfoundation.org.uk/our-work/projects/accelrated-reader/">https://educationendowmentfoundation.org.uk/our-work/projects/accelrated-reader/</a>	SENCO, PML, HMN		
<b>Total budgeted cost</b>					£125000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Every pupil premium child is known by all his teachers and interventions and support are allocated to these pupils where necessary	Teachers and support staff have been given information about which students in their classes are pupil premium.  Fixed agenda items for HOD's, HOY's, Line management, Pastoral and Academic Board meetings	This information allows them to implement strategies at a classroom level, to make sure that pupil premium students are making the expected progress within their subjects.  Each half term there are several meetings at which matters relating to pupil premium students are discussed by teachers. Assessment data is collected 3 times during the academic year. This is analysed by several professionals and pupil's progress is identified. If pupil premium students are not progressing their names are raised and strategies and interventions are suggested to help them make progress. The	Evidence found in mark books, seating plans for each class.  Evidence to be found in Minutes of these meetings	School lead for PP, SLT, HOD and HOY, Teachers, TA's	Termly, PML, SLT, Key Stage Coordinators HOY HOD  PML

		Academic and Pastoral Board meetings occur every term, in line with data collection.			
Increased participation of PP parents at school events (greater parental engagement)	Continuing on from last academic year where the gap in participation and engagement diminished, but it could still be improved upon	Research from the EEF and other research bodies has suggested that the involvement of parents can help improve the outcomes of PP students.  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/</a>	Administrative staff individually contacting PP parents and other vulnerable groups, whenever there is a school progress event for all year groups.	AHT, HOY's, LBE, MCO	PML after each event
Use of Digital Technology to help learning	GCSE Pod Doddle Learn SIMS Learning Gateway (at time of writing 2 other digital learning tools will be added)	Use of these two programs to facilitate learning in lessons and for revision and homework. Strong research base from EEF.  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/digital-technology/</a>	Teaching staff to use SIMS learning gateway to record homework. Staff are encouraged to set some of their homework tasks using Doddle and GCSE Pod	SLT, HOY's, HOD	PML and LTR
Use of Digital platforms to monitor the interventions	Record interventions using SIMS and use of 4Matrix to monitor progress and attainment of pupils	Keeping a record of interventions put into place for PP students and tracking their progress data using these programs will shed light on which interventions work.	Interventions recorded for pupils in year 11. Interventions also recorded for y7 to 10.	AHT, SLT, KKD	PML Termly
Careers Advisor (Years 10 and 11) to provide	Prospects career adviser (2 days a week) Post 16 Evening, GCSE	To prioritise meeting with PP students starting in year 10. It is also to reduce the percentage of NEET and narrow the gap in FE / HE progression	All Y10 and Y11 PP students seen before non PP peers in these 2 year groups.	PML, BAN, HOY	PML termly

Careers and Post 16 advice earlier to PP students	Exam success evening		Long term little differences between PP and Non PP groups in terms of FE / HE progression		
Combined Hardship Fund to assist any unplanned interventions (trips, equipment, etc.)	Hardship fund (£5000)	Pupil premium pupils due to their families' economic circumstances may not be able to pay for school trips, items of uniform, equipment, etc. So provision of such items may help these pupils access the curriculum	Funds allocated on a needs basis	PML, SLT, HOY, HODS	July 2019 PML
<b>Total budgeted cost</b>					<b>£20,000</b>

Review of expenditure				
Previous Academic Year	2017 to 18			
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
Ensure that all PP pupils 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	Looking at information generated from ongoing lesson observations the area that still requires more attention is differentiation. Also another area that needs looking at is how the school addresses the performance of Higher attainer's. So the school will continue to provide CPD based upon differentiation and high learners which can only benefit all learners.	
All PP students have the time to read in school	Schools Right to Read program	We can't exactly attribute any direct improvement in literacy for our PP boys. However this strategy has ensured that all of our boys have had an opportunity to read for 15 minutes 4 times a week.	The boys have benefited from this, however we are looking to reduce the amount of time the boys spend reading in form times, to concentrate on extra literacy tasks.	
Lower pupil to staff ratio upon entry	Reduction of class size at year 7	The timetable was constructed to reduce the class sizes in year 7.	This will not be possible for 2018-19, however the pupil to teacher ratio remains	

		However PP boys have made less progress than their Non PP peers	lower than the national average.	Total cost of both approaches for quality of teaching: <b>£60,000</b>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increase in the attainment of PP pupils	Small group GCSE Booster sessions for all subjects	Our PP pupils have attended the majority of the booster sessions and interventions available after school and other non-contact times during the school day. Evidence for the success of these interventions is that our PP pupils have made more progress than their Non PP peers	Continuation into the next academic year, with a continued emphasis on getting the boys to the booster sessions, using administrative staff	
Where there is a need pupils are provided with relevant subject revision and study guides	Provision of resources through PP fund that every department has a part of their capitation (+15%)	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 that they may not have had ordinarily that	Will continue this into 2018 to 19 year. Will need to remind HODS to use their extra capitation for these extra resources.	

		could only have been beneficial to them		
Specialist Staff to provide specialist support in a number of areas (Attendance, Punctuality, Behaviour, SEN, etc.). This would help diminish the difference between PP pupils and their peers in these areas.	Specialist interventions to address issues mentioned	<p>It is obvious that if you attend school and are on time you can access the curriculum better, so we monitor attendance and punctuality regularly, involving outside agencies.</p> <p>Attendance of PP pupils is line with attendance of NON PP national and the gap between their attendance and their non PP peers has narrowed from -1.06 to -0.7</p> <p>Evidence suggests that improved behaviour can lead to better outcomes for pupils who have specific behavioural issues. To this end we have used our Learning Support Unit (LSU), where these interventions can take place.</p>	These interventions will continue with the learning support unit now having 2 members of staff under the jurisdiction of the SEN department.	<b>Total cost: £120,00</b>
<b>iii. Other approaches1200</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Every pupil premium child is known by all his teachers and interventions and support are allocated to these pupils where necessary</p>	<p>Teachers and support staff have been given information about which students in their classes are pupil premium.</p> <p>Fixed agenda items for HOD's, HOY's, 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 pupils</p>	<p>The approach will undoubtedly continue.</p> <p>Support staff (TA's) need to be more involved in the planning for interventions involving PP pupils in the classroom. This needs to be addressed more so this year.</p> <p>Throughout the 2017 – 18 the format of the pastoral board was changed to concentrate on interventions that have taken place at a pastoral level between data sets. HOY checklists have also been tightened to provide a structure for HOY's to work with vulnerable groups.</p>	
<p>Increased participation of PP parents at school events (greater parental engagement)</p>	<p>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)</p>	<p>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.</p>	<p>As last year there are still some parents who are difficult to reach or persuade them of the importance of such events. Maybe give even more advanced warning.</p>	
<p>Use of Digital Technology to help learning</p>	<p>GCSE Pod Doddle Learn SIMS Learning Gateway</p>	<p>Levels of use at levels of non PP pupils. Amount of use correlates with exam</p>	<p>Will continue for all boys</p>	

	<p>Use of these two programs to facilitate learning in lessons and for revision and homework.</p> <p>Teaching staff to continue use SIMS to record homework. Staff are encouraged to set some of their homework tasks using Doodle and GCSE Pod</p>	<p>success. However some boys use sparsely an still made progress</p> <p>Vast majority of teachers use SIMS and Doodle learn.</p>		
Use of Digital platforms to monitor the interventions	<p>Provision Map software, 4Matrix</p> <p>Keeping a record of interventions put in place for PP students and tracking their progress data using these programs will shed some light on which interventions work.</p>	<p>Vast majority of year11 interventions recorded and some appraised on Provision map</p> <p>Whole school PP provisions documented for y7 to 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 switch to a SIMS based system instead of provision map software to enable staff to see all interventions recorded without having to access Provision Map software.</p> <p>Administrative support to input interventions and feedback of success.</p>	

<p>Careers Advisor (Years 10 and 11) to provide Careers and Post 16 advice earlier to PP students</p>	<p>Prospects career adviser (2 days a week) To prioritise meeting with PP students starting in year 10. It is also to reduce the percentage of NEET and narrow the gap in FE / HE progression</p>	<p>All PP students in Y11 and 10 seen twice and early. Vast majority of PP students in FE where known</p>		<p><b>Total Cost: £20000</b></p>

