



Pupil Premium Report 2016/17

St John Fisher
Catholic High School

1. Summary information					
School	St John Fisher Catholic High School				
Academic Year	2016/17	Total PP budget	£233,137	Date of most recent PP Review	Sept 2017
Total number of pupils	606	Number of pupils eligible for PP	222	Date for next internal review of this strategy	n/a

2. Current attainment			
Source FFT Aspire 2017		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% English and Maths (Grade 4+)		43%	37%
Progress score for E&M 4+ compared to National NPP		-1%	
Progress 8 score average		0.01	0.09
Attainment 8 score average		3.5	4.9

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Behaviour of PP students having detrimental effect on their academic progress and that of their peers.
B.	Literacy skills entering Year 7 were lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
C.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4 and lack of aspiration beyond
D.	Independent learning, study skills and effective preparation for exams (meta cognition).
External barriers	
E.	Attendance rates for pupils eligible for PP are low (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.

4. Outcome		Impact				
A.	Behaviour of PP students addressed and improved	Incident of disruption in a lesson 2016/17				Data shows that PP students are receiving less warnings and sanctions than the non PP students. This data cannot be compared with the previous years data as it was a new system introduced partway through 2015/16
			NPP	PP		
		C1	63%	37%		
		C2	58%	42%		
		C3 - Departmental Removal	50%	50%		
		C4	67%	33%		
		Grand Total	60.09%	39.91%		
		Fixed Term Exclusions and Seclusions				There has been a significant improvement in the percentage of fixed term exclusions and seclusions for PP students from 2015/16 to 2016/17
		2015/16	NPP	PP	Gap	
		Fixed Period Exclusion	28%	72%	-44%	
		Seclusion	45%	55%	-11%	
		2015/16	NPP	PP	Gap	
		Fixed Period Exclusion	28%	72%	-44%	
		Seclusion	45%	55%	-11%	
B.	High levels of progress in literacy and numeracy for Year 7 pupils eligible for PP.	<p>Reading test results show:</p> <ul style="list-style-type: none"> 92% of PP students made expected progress (compared to 78% NPP) 77% of PP students made more than double expected progress (compared 61% NPP) <p>AP1 v AP3 English data</p> <ul style="list-style-type: none"> AP1 PP 65% on or above target v AP1 NPP 75% = -10% gap AP3 PP 78% on or above targets v AP3 NPP 80% = -2% gap <p>AP1 v AP3 Maths data</p> <ul style="list-style-type: none"> AP1 PP 49% on or above target v AP1 NPP 61% = -12% gap AP3 PP 62% on or above targets v AP3 NPP 68% = -6% gap 				

<p>C.</p>	<p>Improved rates of progress and across KS3 for high attaining pupils eligible for PP. Raising aspirations for high attaining students eligible for PP</p>	<p>Comparing PP HPA with NPP HPA across year groups in KS3</p> <table border="1" data-bbox="931 134 1541 311"> <thead> <tr> <th>Year</th> <th>PP Avg Grade HPA</th> <th>NPP HPA Avg Grade</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>3.15</td> <td>3.08</td> </tr> <tr> <td>8</td> <td>3.14</td> <td>3.09</td> </tr> <tr> <td>9</td> <td>3.46</td> <td>4.10</td> </tr> </tbody> </table>	Year	PP Avg Grade HPA	NPP HPA Avg Grade	7	3.15	3.08	8	3.14	3.09	9	3.46	4.10																				
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<p>D.</p>	<p>Increased engagement with learning outside of the classroom, both at home and attendance at school interventions sessions. Leading to improved progress at GCSE</p>	<p>2017 GCSE Exam data-source: FFT Aspire</p> <table border="1" data-bbox="931 418 1485 700"> <thead> <tr> <th>Measure</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Overall P8</td> <td>-0.22</td> <td>0.17</td> <td>0.01</td> </tr> <tr> <td>Eng P8</td> <td>-0.15</td> <td>0.33</td> <td>0.05</td> </tr> <tr> <td>Maths P8</td> <td>-0.32</td> <td>0.24</td> <td>0.08</td> </tr> <tr> <td>Ebacc P8</td> <td>-0.49</td> <td>-0.05</td> <td>-0.19</td> </tr> <tr> <td>Open P8</td> <td>0.07</td> <td>0.23</td> <td>0.15</td> </tr> <tr> <td>Attainment 8</td> <td>2.9</td> <td>3.5</td> <td>3.5</td> </tr> <tr> <td>% E & M 4+</td> <td>24%</td> <td>46%</td> <td>46%</td> </tr> </tbody> </table> <p>Progress figures are all positive apart from Ebacc. Progress figure for Open is above National NPP figure. P8 figures for Eng and Maths are close to National non PP figures. Sustained improvement for E&M 4+ % despite the more demanding new specifications and lack of coursework</p>	Measure	2015	2016	2017	Overall P8	-0.22	0.17	0.01	Eng P8	-0.15	0.33	0.05	Maths P8	-0.32	0.24	0.08	Ebacc P8	-0.49	-0.05	-0.19	Open P8	0.07	0.23	0.15	Attainment 8	2.9	3.5	3.5	% E & M 4+	24%	46%	46%
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<p>E.</p>	<p>Increased attendance rates for pupils eligible for PP.</p>	<table border="1" data-bbox="931 716 1686 927"> <thead> <tr> <th>2016/17</th> <th>% Present</th> <th>% lates</th> <th>% Persistent absence</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>92.8%</td> <td>48.3%</td> <td>8.90%</td> </tr> <tr> <td>Non Pupil Premium</td> <td>94.5%</td> <td>51.7%</td> <td>9.90%</td> </tr> <tr> <td>Gap</td> <td>-1.8</td> <td>-3.3%</td> <td>-1.0%</td> </tr> </tbody> </table> <table border="1" data-bbox="931 959 1686 1158"> <thead> <tr> <th>2015/16</th> <th>% Present</th> <th>% lates</th> <th>% Persistent absence</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>91.4%</td> <td>52.0%</td> <td>12.50%</td> </tr> <tr> <td>Non Pupil Premium</td> <td>93.4%</td> <td>48.0%</td> <td>13.40%</td> </tr> <tr> <td>Gap</td> <td>-2.1</td> <td>4%</td> <td>-0.9%</td> </tr> </tbody> </table> <p>Whilst attendance figures still lie below National non pupil premium there have been improvements in all areas in school from 2015/16 to 2016/17. This will continue to be an area of focus going forward.</p>	2016/17	% Present	% lates	% Persistent absence	Pupil Premium	92.8%	48.3%	8.90%	Non Pupil Premium	94.5%	51.7%	9.90%	Gap	-1.8	-3.3%	-1.0%	2015/16	% Present	% lates	% Persistent absence	Pupil Premium	91.4%	52.0%	12.50%	Non Pupil Premium	93.4%	48.0%	13.40%	Gap	-2.1	4%	-0.9%
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Review of expenditure				
Academic Year 2016/17				
i. Curriculum support and targeted intervention				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
All areas	Support to provide resources, workshops and educational visits during 'Focus Days' which are calendared throughout the year. The year group focused, faculty led days operate on a revised timetable and allow students to be immersed in a variety of activities and learning experiences and have the opportunity for deeper learning.	High: Student and staff voice regarding Focus days is positive. Attendance on these days is good and improves staff teacher relationships by encouraging them to interact in a different way.	Will continue this going forward	2,208
All areas	1:1 Academic Tutoring for pupils. Students meet their tutor for a 1 to mentoring program following each assessment point. Smart targets are set and reviewed at each meeting. Barriers/issues passed onto relevant staff. Staff follow up with call to parents.	High: Positive student voice supports the fact that this helps students close gaps in learning from one assessment point to the next	Will continue with this strategy but will deliver training/ support for staff to develop effective target setting.	35,813
B: High levels of progress in literacy and numeracy for Year 7	Delivery of targeted workshops and intervention sessions/days to students, with a focus on Maths, literacy and study skills.	Low: This intervention has seen limited effect. Feedback reflects the 'one-off' nature of this intervention as having limited effect	We will not continue with this next year	270

B: High levels of progress in literacy and numeracy for Year 7	Numeracy Breakfast Club every day delivered via HLTA	Medium: Small group work has had a positive engagement has supported students in improving their numeracy and also gaining more confidence which has had a positive effect on their performance in maths lessons	Review intervention and allocate monies to target intervention more effectively in the Maths curriculum	11,663
B: High levels of progress in literacy and numeracy for Year 7	Literacy and numeracy support, including Year 7 Reading Buddies	High: PP students engaged in the Reading Buddies programme out-perform NPP peers. PP/SEND students make more than expected progress in Reading Age assessments following literacy intervention	Need to review and re-structure provision of numeracy intervention across KS3 Need to explore the purchase of an ICT package for developing literacy skills in order to target more students	11,663
B: High levels of progress in literacy and numeracy for Year 7	EAL induction and intervention for new arrivals	High: EAL students make accelerated progress due to comprehensive induction, language and literacy intervention including the teaching of ESOL and language for learning across the curriculum	Will continue this going forward	11,663
B: High levels of progress in literacy	Small group pre-teaching and over-learning to support access to the curriculum			11,663

<p>B: High levels of progress in literacy and numeracy for Year 7</p> <p>C: Improved rates of progress and across KS3 for high attaining pupils</p> <p>D: Increased</p>	<p>On-line learning resources-Doddle. Provides high quality resources for staff to use in the classroom supporting quality first teaching and also students can access to support independent learning. Allows staff to track careful gaps in knowledge of students and put in place relevant interventions to close those gaps. Provides a homework platform to set and track homework online.</p>	<p>High-medium: High level of student engagement with Doddle and positive student voice regarding the ability to help themselves more effectively outside of the classroom. Evidence of excellent practise in some subjects at using the tracking to close gaps in skills and therefore drive up standards at KS3</p>	<p>Continue to develop the use next year, including proving parents with log ins to support their children-will need to provide extra support for PP parents potentially. Share the good practise in use of PLC tracking across all departments</p>	<p>2,062</p>
<p>C: Improved rates of progress and across KS3 for high attaining pupils</p>	<p>The Brilliant Club for High Prior Attaining students and students who are more able in Y7 and 8. It is a University access program that links students in school with University mentors. Students take part in visits to university but also complete a project through regular face to face meetings in school with their mentor and online correspondence.</p>	<p>High: Both student data and voice show a positive engagement and subsequent outcome. It has also had a positive impact on raising aspiration and students are starting to consider higher education as a more realistic option for them</p>	<p>Continue and develop into Y9 next year. Also expand on the Y7 project.</p>	<p>1,120</p>
<p>D: Increased engagement with learning outside of the classroom</p>	<p>Provision of holiday revision sessions including refreshments during the February and May Half Term holidays and also at Easter.</p>	<p>Mixed: Disappointing attendance during the earlier ones but stronger closer to the exams. Some targeted students failed to attend. Positive impact on results for students who did attend</p>	<p>Will run next year but will consider strategies to ensure the targeted students are present.</p>	<p>1,344</p>
<p>D: Increased engagement with learning outside of the classroom</p>	<p>Provision of refreshments for students attending compulsory after school revision sessions and targeted intervention.</p>	<p>Mixed: Improved attendance at sessions offered. Greater focus when they are there leading to a positive impact on closing the gap for PP students</p>	<p>Continue next year but look at developing strategies to get the more hard to reach student engaging and therefore attending</p>	<p>665</p>

All areas	After school homework club. Supervised access to study centre, allowing students to access resources, including IT. Allowed students to complete work in school if no resources support at home. Students were also referred to after school club by staff to ensure work was being completed.	Mixed: Allowed students to complete work in school if no resources support at home. Students were also referred to after school club by staff to ensure work was being completed. Where students were targeted appropriately this support has a positive impact.	We will look at changing this support next year to allow the appropriate students the appropriate access to facilities based on need and barriers identified	11,663
D: Increased engagement with learning outside of the classroom	Study skills support at Key Stage 4, including issue of study guides and TA support for coursework completion	High: PP students who were part of this group responded well to the extra support and it had a positive impact on attendance to school, attendance to exams and subsequently results	We will continue to fund this support	11,663
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
A: Behaviour of PP students addressed and improved E: Increased attendance rates	Provision of resources (including uniform and school equipment)	As a school with a very high level of deprivation providing of resources has a positive effect on several students in terms of attendance and behaviour	As an inclusive school we will continue to use PP funding to provide resources to support student.	1,203

<p>A: Behaviour of PP students addressed and improved E: Increased attendance rates</p>	<p>Individual support via Student Support Officers for students to provide appropriate resources, uniform and transport</p>	<p>Student Support Officers are the day to day contact for students with PP funding and have a huge knowledge of the barriers to their attendance/behaviour and learning. Without that support the improvements in behaviour would not be as marked and non-persistent absence figures would be lower</p>	<p>We will continue to fund SSO but are looking to develop the sharing of the knowledge of barriers to enable teachers to support PP students more effectively in learning.</p>	<p>70,884</p>
<p>A: Behaviour of PP students addressed and improved E: Increased attendance rates</p>	<p>Counselling Support provided by YMCA.</p>	<p>Has been a positive strategy to improve behaviour and attendance and students involved have benefitted greatly from the support.</p>	<p>We will continue to provide this support as and when identified as a support for individuals identified.</p>	<p>2,480</p>
<p>All Areas</p>	<p>Enrichment opportunities such as visits to theatres/museums, Youth Dreams Project in school and during holidays, subsidising curriculum trips (such as Geography field trip to complete coursework element) and extra-curricular activities.</p>	<p>Positive impact on engagement, aspiration and subsequently behaviour and attendance. Curriculum fieldtrips ensure that PP students have the same opportunities to learn outside the classroom as NPP students</p>	<p>WE will continue to provide this support to PP students</p>	<p>2,467</p>

<p>A: Behaviour of PP students addressed and improved E: Increased attendance rates</p>	<p>Subsidy for students attending peripatetic music lessons to engage students and therefore improve attendance and behaviour Also, to support BTEC Music students</p>	<p>The individuals involved have shown positive improvements in their behaviour and attendance as a result of music lessons. Individual talents being nurtured has ensured these students have played a full part in the life of the school, performing in school performances both within school and in the wider community. Funding of</p>		<p>3,711</p>
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
<p>All areas</p>	<p>Resources for departments to develop their curriculum and provide additional text books, practical equipment and revision resources.</p>	<p>Mixed: Has impacted students positively where appropriate resources have been allocated and used.</p>	<p>We will continue with this next year but will work on the consistency of the approach by sharing the good practice that lead to a positive impact</p>	<p>5,601</p>
<p>All areas</p>	<p>Provision of Careers Advisor</p>	<p>Medium-low: disadvantage that outside advisor so therefore doesn't know our students and therefore their barriers</p>	<p>Provide careers advice but train someone internally also to ensure more bespoke advice to students</p>	<p>5,991</p>

All areas	Additional Assistant Head to lead on PP as part of role	Medium: Developed and built on areas from previous years work. Improved focus on PP students in curriculum areas via development of more effective tracking systems to close gaps lower down the school-both PLC based via Doodle and strategic in the use of Sisra.	Continue next year. Further develop the use of PLCs working with the T&L lead. Coordinate sharing of information regarding barriers (via SSOs) and teaching to support improvements in the classroom	27,340
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