



Pupil premium strategy statement (secondary)

1. Summary information					
School	St John Fisher Catholic High School				
Academic Year	2018/19	Total PP budget	190,235	Date of most recent PP Review	N/A
Total number of pupils	743	Number of pupils eligible for PP	207	Date for next internal review of this strategy	Feb 2019

2. Current attainment			
2017/18 (Source: SISRA data collaboration Sept 2018)		Pupils eligible for PP	Pupils not eligible for PP
Progress 8 score average		-0.19	0.60
Attainment 8 score average		26.47	40.87
Basics (En & Ma) 4+		26%	44%
Basic (En & Ma) 5+		8%	23%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	Literacy skills for KS3 students are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in KS4.
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across all KS.
C.	Progress amongst disadvantaged boys is lower than those who are non-disadvantaged, and girls who are disadvantaged.
D.	Quality first teaching and effective feedback strategies consistently used across all areas to maximise progress of all PP students

External barriers

E.	Attendance rates for pupils eligible for PP are below national figures. This reduces their school hours and causes them to fall behind on average.
-----------	--

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	Success criteria
--	------------------

A.	High levels of progress in literacy for KS3 pupils eligible for PP.	Pupils eligible for PP in KS3 make more progress by the end of the year than 'other' pupils. Other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and English written assessments in October, March and June. A whole school literacy focus will impact during tutor time and be co-ordinated by English KS3 post-holder
B.	Improved rates of progress across all KS for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and senior team.
C.	Diminish the difference between the progress of disadvantaged boys and non-disadvantaged boys, and disadvantaged girls.	Closing of the gap in progress between disadvantaged boys and girls and their non-disadvantaged peers. Boy friendly teaching strategies to be used across all faculty areas in order to engage boys.
D.	Departments engage in both internal and external CPD opportunities to develop T&L and effective feedback for PP students in class.	PP students make as much progress across all years groups other students. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and senior team. Learning walks will show a focus on targeted classroom interventions during high quality T&L.
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves in line with 'other' pupils.

5. Planned expenditure

Academic year

2018/19

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.

i. Quality of teaching for all

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?
D: Departments engage in both internal and external CPD opportunities to develop T&L and effective feedback for PP students in class.	<p>Staff training on high quality feedback</p> <p>Ongoing focus across all Quality Monitoring phases and targeted support (internal and external CPD) where weaknesses identified</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>Courses selected using evidence of effectiveness</p> <p>Use INSET days to deliver training.</p> <p>Use in house CPD program to share good practise</p> <p>Peer observation via open classrooms</p> <p>Mid year evaluation of CPD through quality monitoring of T&L</p>	<p>Assistant Head (WL)</p> <p>Deputy Head</p>	<p>Feb 2019</p>

<p>D: Departments engage in both internal and external CPD opportunities to develop T&L and effective feedback for PP students in class.</p> <p>A: High levels of progress in literacy for KS3 pupils eligible for PP.</p> <p>B: Improved rates of progress across all KS for high attaining pupils eligible for PP.</p>	<p>Staff training on use of data to track underachievement and developing appropriate interventions to close the gap</p>	<p>We want to put a focus in the classroom and improve how teachers and subject leaders use the personal learning checklists to identify opportunities to build in intervention to close gaps in understanding.</p> <p>We want all staff to be more confident at tracking data at class and department level for PP students in the key groups and planning appropriate intervention</p>	<p>Courses selected using evidence of effectiveness</p> <p>Use INSET days to deliver training.</p> <p>Use in house CPD program to develop ideas and share good practise</p> <p>Peer observation via open classrooms</p> <p>Mid-year evaluation of CPD through quality monitoring of T&L</p> <p>Embed and use Pixl resources such as Pixl classrooms and Doodle for PLCs</p>	<p>Assistant Head (DO)</p>	<p>Feb 2019</p>
<p>D: Develop staff and pupils understanding of growth mind set, mindfulness and effective learning strategies</p>	<p>Staff training on growth mind-set, mindfulness and effective learning strategies</p>	<p>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. (EEF)</p>	<p>INSET day training to all staff</p> <p>Follow up sessions via in house CPD program</p> <p>Discussion and sharing of good practise via Leadership and Faculty meeting</p>	<p>Assistant Head (WL/WK)</p>	<p>Feb 2019</p>
<p>A: High levels of progress in literacy for KS3 pupils eligible for PP.</p>	<p>Targeted staff CPD</p>	<p>Prioritise CPD allocation towards KS3 literacy</p>	<p>Courses selected using evidence of effectiveness</p> <p>Use in house CPD program to develop ideas and share good practise</p>	<p>Assistant Head (WL (CPD)/WN (Lit))</p>	<p>Feb 2019</p>

<p>A: High levels of progress in literacy for KS3 pupils eligible for PP.</p> <p>B: Improved rates of progress across all KS for high attaining pupils eligible for PP.</p>	<p>Staff training on high quality feedback</p> <p>Ongoing focus across all Quality Monitoring phases</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on effective assessment of writing for a purpose.</p>	<p>Courses selected using evidence of effectiveness</p> <p>Use in house CPD program to develop ideas and share good practise</p> <p>Peer observation via open classrooms</p> <p>Mid-year evaluation of CPD through quality monitoring of T&L</p>	<p>Deputy Head</p>	<p>Feb 2019</p>
<p>A: High levels of progress in literacy for KS3 pupils eligible for PP.</p> <p>B: Improved rates of progress across all KS for high attaining pupils eligible for PP.</p>	<p>Resources for departments to develop their curriculum and provide additional text books, practical equipment and revision resources.</p>	<p>As we change the emphasis in the way we are teaching we feel that departments may need additional/different resources to meet the needs of the gaps identified</p>	<p>Effective tracking of data to identify gap</p> <p>Department research to find resources</p> <p>Evaluation of those resources to ensure quality and impact</p>	<p>Assistant Head (DO)</p>	<p>Feb 2019</p>
Total budgeted cost					<p>£30 000</p>
ii. Targeted support					
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?
<p>A: High levels of progress in literacy for KS3 pupils eligible for PP.</p>	<p>Small group provision to target reading and literacy skills.</p> <p>Students withdrawn from class</p> <p>Use of tutor time</p> <p>Lunchtime support sessions</p>	<p>Some of the students need targeted literacy support to catch up. This is a strategy which has been used in previous years and has had a positive impact.</p> <p>Small group pre-teaching and over-learning to support access to the curriculum</p>	<p>Organise TA timetable to ensure delivering provision have sufficient preparation and delivery time.</p> <p>Data tracking of these students to show impact</p> <p>Teaching Assistant CPD for TAs delivering</p>	<p>Assistant Headteacher (WN)</p>	<p>Feb 2019</p>

<p>B: Improved rates of progress across all KS for high attaining pupils eligible for PP.</p>	<p>Targeted groups in Y7-9 using the Brilliant Club</p>	<p>This is a program run by the University of Cambridge to not only raise aspiration for disadvantaged students but also support them in higher level learning tasks. We introduced it last year and the impact was positive on both fronts</p>	<p>Same member of staff to lead to build on systems put in place from last year.</p> <p>Engage by communicating clearly parents and students in the benefit of taking part</p> <p>Well organised plan detailing in school sessions and trips that is published in advance and shared widely</p>	<p>NO supported by WL/DO</p>	<p>Feb 2019</p>
<p>All areas</p>	<p>All PP students meet with tutor for one to one session after each assessment point</p>	<p>We continue to invest in Academic Tutoring as it has proved effective in the past at supporting students, particularly disadvantaged students, by giving the time and space to discuss barriers to learning. Targets are agreed and set to support students.</p>	<p>All data is centrally stored and regular checks are made to ensure: Sessions are taking place Targets are relevant and smart</p> <p>CPD this year in supporting staff in writing suitable targets to maximise support</p>	<p>SV</p>	<p>Feb 2019</p>
<p>All areas</p>	<p>Provision of Careers officer and training of member of staff</p>	<p>As a school one of our main barriers is lack of aspiration. We have invested in careers advice as students are less likely to be able to help themselves/seek help from home. This is a strategy that we have used in the past and has had a positive impact</p>	<p>Targeting of students in all year groups via Academic tutoring and referrals made</p> <p>In depth discussions with all Y11 and Y13 to enable effective and appropriate applications for next steps</p>	<p>Assistant Head (WN)</p>	<p>Feb 2019</p>

B: Improved rates of progress across all KS for high attaining pupils eligible for PP.	Targeted study skills and revision support.	<p>We have found that providing our disadvantaged students with physical resources to aid revision in the past has had a positive impact on outcomes. This is something we will continue to do and build on lower down the school.</p> <p>We also run many extra sessions prior to external exams to provide extra support such as breakfast clubs, after school sessions, holiday and weekend sessions.</p>	<p>Departments identify through research high quality revision resources</p> <p>Whole school coordination of intervention/revision sessions being run to ensure students can access what is most appropriate for them</p> <p>Clear communication with students and parents about what is on offer, regularly updated</p>	Assistant Head (DO)	Dec 2019

Total budgeted cost £100,235

iii. Other approaches

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?
E: Increased attendance rates for pupils eligible for PP.	<p>Individual support via Student Support Officers for students to work intensively with PP students in their house.</p> <p>Includes provision of resources that might otherwise stop a student from being in school and/or functioning effectively</p>	This is an intervention we have invested in for a number of years and the impact is positive. The relationships built as a result of this intensive support and guidance is invaluable	<p>Regular discussion with HOH/SLT via Inclusion forum</p> <p>Interventions carefully recorded and then tracked to monitor impact</p> <p>Regular contact with parents to engage and support</p>	Assistant Head (KA)	Jul 19
E: Increased attendance rates for pupils eligible for PP.	External Attendance welfare support	Ongoing support from this service has had a positive impact in the past in dealing with persistence absence	<p>Regular meetings scheduled in with each House.</p> <p>Clear recording of actions and regular evaluation of impact</p>	Assistant Head (KA)	Feb 19

<p>E: Increased attendance rates for pupils eligible for PP.</p>	<p>Buy in the support of the Youth Dreams organisation to support out more vulnerable students</p>	<p>This in expansion of a project started last year which had a very positive impact on our more challenging students both in terms of behaviour and attendance.</p>	<p>Clear outline of scheduled activities, communicated effectively to all parties involved</p> <p>Regular monitoring of impact on individuals to ensure engagement</p> <p>Clear communication between Pastoral team and YDP to ensure maximum impact</p>	<p>Assistant Head (KA)</p>	<p>Ongoing</p>
<p>All areas</p>	<p>Enrichment opportunities such as visits to theatres/museums, subsidising curriculum trips (such as Geography field trip to complete coursework element) and extra-curricular activities.</p>	<p>Enrichment activities remain an important part of our work as a school as the impact has been proven over a number of years. Students are given the opportunity to participate and experience things they might not have without this support</p>		<p>Assistant Head (DO)</p>	<p>Feb 2019</p>
<p>C: Diminish the difference between the progress of disadvantaged boys and non-disadvantaged boys, and disadvantaged girls.</p>	<p>Buy in CPD from external source which focusses on boy friendly teaching strategies.</p> <p>Develop internal leadership project focussing on the progress of boys.</p>	<p>Results of boys who are disadvantaged are significantly weaker than any other group in the school.</p>	<p>Training delivered by national provider</p> <p>All teaching staff to engage in training</p> <p>Evaluation of CPD</p> <p>Regular dialogue with the leader of the internal project</p>	<p>Deputy Head/GD</p>	<p>Feb 2019</p>
<p>B: Improved rates of progress across all KS for high attaining pupils eligible for PP</p> <p>E: Increased attendance rates</p>	<p>Subsidy for students attending peripatetic music lessons to engage students and therefore improve attendance and behaviour</p>	<p>Previous evidence has shown that the individuals involved show 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</p>	<p>Target support at the right students using relevant data</p> <p>Monitor impact to ensure students engaging</p>	<p>Assistant Head (DO)/EN</p>	<p>Ongoing</p>

	Also, to support BTEC Music students	school performances both within school and in the wider community.			
All Areas	Additional Assistant Head to lead on PP as part of role	Closing the gap in recent years has proved that a strategic lead is important in determining the allocation of resources and the evaluation of the subsequent impact	CPD if needed to ensure up to date knowledge Sharing of effective strategies with local schools	Assistant Head (DO)	Feb 2019
Total budgeted cost					£60,000

6. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

