



# Pupil premium strategy statement (secondary)

1. Summary information					
School	St John Fisher Catholic High School				
Academic Year	2019/20	Total PP budget	£184,925	Date of most recent PP Review	N/A
Total number of pupils	782	Number of pupils eligible for PP	199	Date for next internal review of this strategy	Feb 2020
2. Current attainment					
2018/19 (Source: DfE Provisional Figures and SISRA)		Pupils eligible for PP		Pupils not eligible for PP	
Progress 8 score average		+0.09		+0.76	
Attainment 8 score average		35.13		44.38	
Basics (En & Ma) 4+		35%		50%	
Basic (En & Ma) 5+		8%		31%	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	60% of PP students enter the school in the low prior attainment band, with a particular weakness in reading.				
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across all KS.				
C.	PP students make significantly less progress in mathematics than non-PP students.				
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 (desired outcomes and how they will be measured)					Success criteria

<b>A.</b>	All low prior attainment PP students to have access to literacy/vocabulary/reading intervention materials and to engage with this on a weekly basis.	Pupils eligible for PP in access literacy interventions more than other students. A whole school literacy focus will impact during tutor time and be co-ordinated by English KS3 post-holder. Other literacy initiatives such as exam keywords and PiXL Unlock are being used to fill gaps.
<b>B.</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. Where they are not, departments are putting in place interventions, monitored by Heads of Faculty (HOD) and senior team.
<b>C.</b>	PP students to make the same progress in maths as non-PP students.	PP students make as much progress across all years groups as other students. Where they are not, teachers are putting in place interventions, monitored by head of faculty (HOD) and senior team. Learning walks will show a focus on targeted classroom interventions during high quality T&L. PP students to have access to extra intervention material in order to close the gap.
<b>D.</b>	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 as other students. Where they are not, departments are putting in place 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.
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	To increase attendance among pupils eligible for PP. Overall attendance among pupils eligible for PP improves in line with 'other' pupils.

## 5. Planned expenditure

Academic year

2019/20

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>	Invest CPD in longer term change which will help all pupils. Many different evidence sources (EEF) 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>Embedding Formative Assessment to be delivered as part of a two year CPD programme</p> <p>Use INSET days to deliver training on differentiation.</p> <p>Structured EFA CPD program to share good practise</p> <p>Peer observation</p> <p>Evaluation of CPD through monitoring of T&amp;L</p>	<p>Assistant Head (WL)</p> <p>Deputy Head</p> <p>EFA Community leaders</p>	Feb 2020

<p>D: Departments engage in both internal and external CPD opportunities to develop T&amp;L and effective feedback for PP students in class.</p> <p>A: All low prior attainment PP students to have access to literacy/vocabulary/reading intervention materials and to engage with this on a weekly basis.</p> <p>B: Improved rates of progress across all KS for high attaining pupils eligible for PP.</p>	<p>Monitor faculty use and teacher use of data through the engagement with the 5 minute attainment plan.</p>	<p>Focus in the classroom and improve how teachers and subject leaders use the personal learning checklists and knowledge organisers 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&amp;L</p> <p>Embed and use Pixl resources such as Pixl classrooms and PiXL apps</p>	<p>Assistant Head (DO)</p>	<p>Feb 2020</p>
<p>A: All low prior attainment PP students to have access to literacy/vocabulary/reading intervention materials and to engage with this on a weekly basis.</p>	<p>Targeted literacy action plan</p>	<p>60% of students are low prior attainers, with particular weakness in reading.</p>	<p>Use school literacy action plan to develop ideas and share good practise</p>	<p>Literacy co-ordinator (ME)</p>	<p>Feb 2020</p>

<p>A: All low prior attainment PP students to have access to literacy/vocabulary/reading intervention materials and to engage with this on a weekly basis.</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, practical equipment and revision resources.</p>	<p>As we change develop EFA 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>Assistant Head (WL)</p>	<p>Feb 2020</p>
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**Total budgeted cost**    £24 925

**ii. Targeted support**

<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>
<p>A: All low prior attainment PP students to have access to literacy/vocabulary/reading intervention materials and to engage with this on a weekly basis.</p>	<p>Small group provision to target reading and literacy skills.</p> <p>Students withdrawn from class</p> <p>Use of tutor time 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>Student reading buddies</p>	<p>Assistant Headteacher (WN)</p> <p>Literacy Lead (ME)</p>	<p>Feb 2020</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>MR supported by WL/DO</p>	<p>Feb 2020</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 2020</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>Careers Lead (MU)</p>	<p>Feb 2020</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
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**Total budgeted cost** £100,000

### iii. Other approaches

<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>
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)	July 2020
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 2020
E: Increased attendance rates for pupils eligible for PP.	Support of the Youth Dreams Project organisation to	This in expansion of a project which had a very positive impact on our more challenging students both in terms of	Clear outline of scheduled activities, communicated effectively to all parties involved	Assistant Head (KA)	Ongoing

	support out more vulnerable students	behaviour and attendance. The YDP also contributes to KS5 and gives a possible pathway from KS4 into KS5.	Regular monitoring of impact on individuals to ensure engagement  Clear communication between Pastoral team and YDP to ensure maximum impact		
All areas	Enrichment opportunities such as visits to theatres/museums, subsidising curriculum trips (such as Geography field trip to complete coursework element) and extra-curricular activities.	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		Assistant Head (DO)	Feb 2020
C: PP students to make the same progress in maths as non-PP students.	Find and develop numeracy strategies and interventions to focus support for PP students in maths  Develop strategies adopted by faculty leads and post holders	Outcomes for PP students are significantly weaker than non-PP students	All teaching staff to engage in CPD  Evaluation of CPD  Regular dialogue with head of faculty  Develop the use of PiXL maths app across all years  PP to be agenda item in all meetings  Create opportunities outside the class to develop maths learning	Assistant Head (DO)/GD/WH/HE	Feb 2020
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 2020
<b>Total budgeted cost</b>					<b>£60,000</b>



