



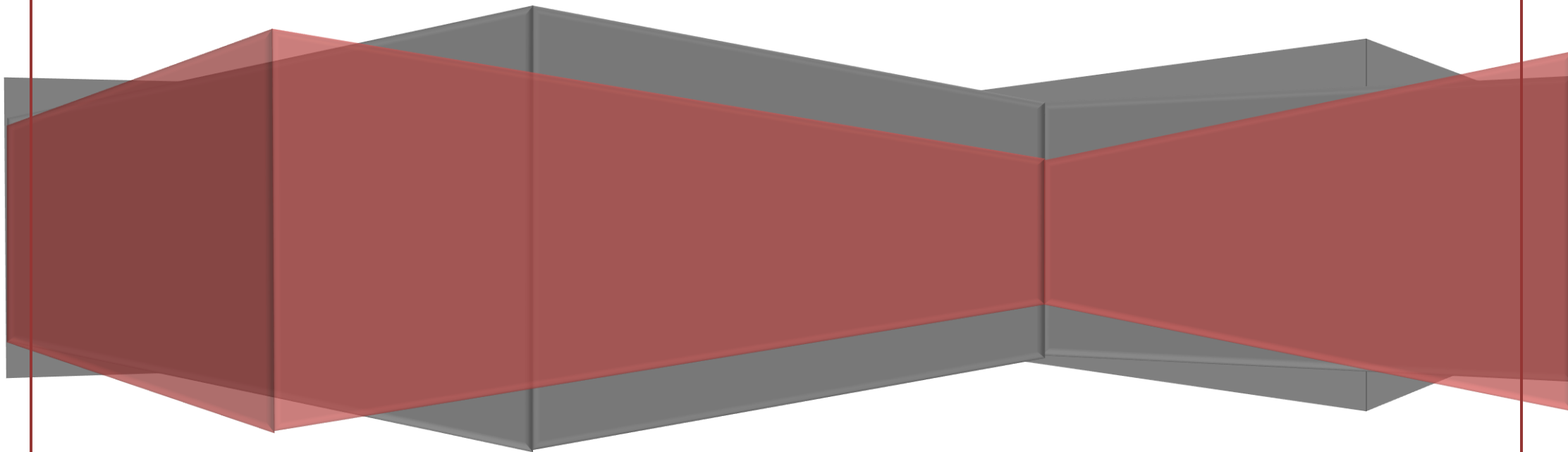
Saint Paul's Catholic High School

Journeying together with Jesus Christ, we learn to love and love to learn.



# Pupil Premium Action Plan

2017-18



**St Paul's RC High School Pupil Premium Action Plan**

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## Pupil Premium Action Plan Academic Year 2017-18

Due to large number of Pupil Premium students at St Paul's RC High School. Most of these provisions are offered to all students, but we ensure that all Pupil Premium students are targeted to ensure they receive the maximum support available.

1. Summary information					
<b>School</b>	St Paul's RC High School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£456,192	<b>Date of most recent PP Review</b>	March 17
<b>Total number of pupils</b>	764	<b>Number of pupils eligible for PP</b>	496	<b>Date for next internal review of this strategy</b>	Jan 2018

2. Current attainment			
	Overall	Pupils eligible for PP	Pupils not eligible for PP
<b>% achieving 5 Standard Passes inc. EM (from 2016/17)</b>	<b>44</b>	<b>34</b>	55
<b>% achieving Grade 9 -4 in English / Maths (from 2016/17)</b>	<b>47</b>	<b>36</b>	59
<b>Progress 8 score average</b>	<b>-0.7</b>	<b>-1.0</b>	-0.2
<b>Attainment 8 score average</b>	<b>38</b>	<b>32</b>	44

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers

PP boys underachievement with PP boys significantly underachieving (Progress 8 score -1.32 (Class of 2016/17))

All prior attainment groups students who are eligible for pupil premium funding underperformed Progress 8 score -1.08 (Class of 2016/17))

Literacy and numeracy levels below national average in Year 7

#### External barriers

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Attendance rates for pupils eligible for PP are 93.6% (below the target for all children of 95.5%). This reduces their school hours and causes them to fall behind on average.

Parental Support

<b>4. Desired outcomes</b>	<b>Success criteria</b>
Boys achievement raised in order to improve results, behaviour and increase the opportunities for them Post 16	<ul style="list-style-type: none"> <li>• Improvement in progress 8 score</li> <li>• Improvement in attendance</li> <li>• Improvement in behaviour</li> <li>• Clear pathway for college, university or jobs</li> <li>• Raising aspirations</li> <li>• Increasing support from home</li> </ul>
Improve rates of progress for low attaining students eligible for PP funding	Students eligible for PP funding to make as much progress as others identified as national average low attaining
High levels of progress in literacy and numeracy for Year 7 students eligible for PP	Students eligible for PP in Year 7 make more progress by the end of the year
Increase attendance of all students specifically PP students to national average or above	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 93.6% to 95% in line with national average.

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<b>GAP</b>	<b>INTERVENTION</b>	<b>RATIONALE</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>IMPACT</b>
<b>ACHIEVEMENT &amp; LEARNING GAP</b>	<b>Literacy Co-ordinator</b>	<p>The development of good literacy skills is a whole school focus. Students with low literacy levels are provided with additional support so that basic skills can be developed properly in order to remove this barrier to learning</p> <p>During Tutor time students will take part in reading time</p>			This allows progress over time to be evident and supports the implementation of intervention sessions for students who struggle with
	<b>Numeracy Co-ordinator</b>	<p>The development of good numeracy skills is a whole school focus. Students with low numeracy levels are provided with additional support so that they are able to gain important mathematical skills and knowledge needed to reach higher levels</p>			This allows progress over time to be evident and supports the implementation of intervention sessions for students who struggle with the tasks
	<b>Revision Support Sessions – Period 9</b>	<p>Provided before and after school to enable supported self-study. Computer equipment, tuition &amp; teaching support, along with refreshments are available.</p> <p>Timetabled different subject specialist staff available to support period 9 on identified days.</p>			Pupil Premium students have the relevant resources available in order to support exam revision.

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		Two intensive revision schools operate (April & May) to support students in the lead up to summer exam season			
	<b>Exam Preparation</b>	<p>Booster classes. Provision of refreshments prior to an exam</p> <ul style="list-style-type: none"> <li>Peer tutoring/mentoring</li> </ul>			Increase in the number of students attending revision sessions over the lunchtime period
	<b>Additional Core Teacher – Maths, English &amp; Science</b>	<p>Members of staff will be carrying out intensive support sessions for identified students. Also vulnerable students will have lessons to support their learning</p> <ul style="list-style-type: none"> <li>Maths - End of unit formative assessment booklets assess what the students have learned and identify areas to improve. Teachers use these to inform their future planning and to target intervention for PP students</li> <li>Regular re-setting of students following assessments ensures that they are challenged to make progress.</li> <li>English &amp; Maths – match up meeting held half termly to identify students at risk</li> </ul>			English, Maths & Science classes at KS4 have been made smaller in order for more focused support and greater differentiation of learning

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<p align="center"><b>OPPORTUNITY GAP</b></p>	<p><b>Speech &amp; Language Therapist</b></p>	<p>Supporting students with identified social and learning difficulties</p>			<p>Increases confidence of students in accessing the curriculum (speaking skills). Staff skills are developed to support students</p>
	<p><b>CEIAG</b></p>	<p>Careers education, information and advice is mapped out and recorded. Students receive a wide range of preparation activities for future life, access to vocational courses, one to one interviews, mock interviews, work experience fairs, careers fairs and post 16 information sessions. Ensuring that pupil premium students have the relevant CEIAG</p> <ul style="list-style-type: none"> <li>• Students awareness raised to consider University as a natural progression from sixth form</li> <li>• Awareness raising of employment routes post 16</li> <li>• University visits</li> <li>• Guest Speakers</li> <li>• Motivational speakers – i.e. young local entrepreneurs</li> </ul>			<p>Reduction of NEETs, increase in students entering into further education, employment and training</p>

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	<p><b>Reading Zone</b></p> <p>Moderate impact for low cost</p>	<p>Further development of the reading for student use over the lunchtime period. Involves student experience visits to Manchester Central Library, opportunity to attend book fairs, and sample wide range of reading materials</p>			<p>Increase in the number of pupil premium students attending</p> <p>Staff supporting independent reading</p>
	<p><b>External Agencies Provision</b></p>	<p>Providing off site work/placements for some KS4 students. Supporting them with achieving both academic and vocational qualifications</p> <ul style="list-style-type: none"> <li>• Fermain Academy Provision</li> </ul>			<p>Students gain a recognised vocational qualification as well as achieving maths and English GCSE</p>
	<p><b>Music Tuition</b></p> <p>Moderate impact for low cost</p>	<p>Students from all backgrounds should have the opportunity to learn a musical instrument; to make music with others; to learn to sing; and to have the opportunity to progress to the next level of excellence if they wish to</p> <ul style="list-style-type: none"> <li>• Voice coaching</li> <li>• Guitar</li> <li>• Violin</li> <li>• Piano &amp; Keyboard</li> </ul>			<p>Increase in the number of pupil premium students learning to play an instrument to support extra-curricular activity</p>
	<p><b>Educational Psychologist</b></p>	<p>To ensure a quicker response to the needs of identified students, by increasing the</p>			<p>Staff are taught strategies that can aid</p>

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	Moderate impact for moderate cost	number of days of the Educational Psychologist			staff in helping students to progress.
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GAP	INTERVENTION	RATIONALE	How will you ensure it is implemented well?	Staff Lead	IMPACT
<b>Engagement GAP</b>	<b>School Uniform</b>  Moderate impact for low cost	To help to increase the opportunities and engagement of students with low attendance or social and emotional needs, which may be due to the lack of school uniform			Improved attendance
	<b>Romero Centre</b>  Moderate impact for moderate cost	Support students with poor behaviour, high exclusions or low attendance was contributing to the prevention of the student from achieving as much as they possibly could  Targeted interventions for those diagnosed or at-risk of emotional or behavioural problems.			Reduction in fixed term and permanent exclusions
	<b>Breakfast Club</b>	Ensuring students have the correct start to the day by making sure they have eaten and had a drink and are in school on time			Punctuality improves for all students

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	<p><b>Resources &amp; Materials</b></p>	<p>Purchase of resources to assist pupil premium students for example reading books in order for them to annotate. Revision guides and equipment</p>			<p>Supports revision and allows students to access materials to support independent learning</p>
	<p><b>Attendance Worker</b></p> <p>High Impact for moderate cost</p>	<p>Support to improve attendance, attendance levels are checked and acted upon. Systems are in place to make early identification of potential issues. Attendance has improved for those whom it was an issue. Lots of work takes place with parent/carers and students to solve various issues that potentially prevent them from attending or may make it difficult to return to school full time after a long absence or erratic absence</p> <ul style="list-style-type: none"> <li>• Communicate using social media and texting</li> </ul>			<p>% increase in student attendance</p> <p>Reduction in the number of students attending Attendance Clinic</p> <p>Increase in the number of students receiving 100% attendance rewards</p>

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