



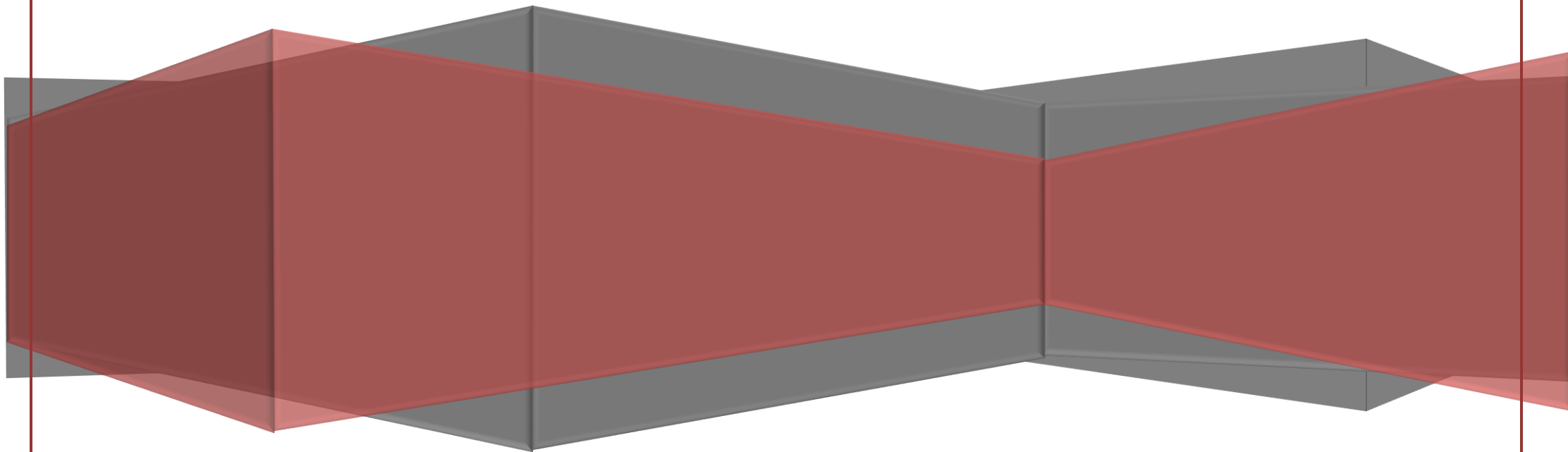
Saint Paul's Catholic High School

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



Pupil Premium Action Plan

2018-19



St Paul's RC High School Pupil Premium Action Plan

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Pupil Premium Action Plan Academic Year 2018-19

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					
School	St Paul's RC High School				
Academic Year	2018/19	Total PP budget	£444,090	Date of most recent PP Review	Sept 2018
Total number of pupils	740	Number of pupils eligible for PP	475	Date for next internal review of this strategy	Jan 2019

2. Current attainment			
	Overall	Pupils eligible for PP	Pupils not eligible for PP
Year 11 leavers 2017/18	148	91	57
% achieving 5 standard passes inc EM (from 2017/18)	48.6	40.7	61.4
% achieving Grade 9 -4 in English / Maths (from 2017/18)	55.4	49.5	64.9
Progress 8 score average	-0.570 (Unvalidated)	-0.6 (Unvalidated)	-0.384 (Unvalidated)
Attainment 8 score average	39.26	36.71	43.33

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3. Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers		
A.	PP boys underachievement with PP boys significantly underachieving (Progress 8 score -0.952 Unvalidated) (Class of 2017/18)	
B.	All prior attainment groups students who are eligible for pupil premium funding underperformed Progress 8 score -0.674 Unvalidated 1.08 (Class of 2017/18))	
C.	Literacy and numeracy levels below national average in Year 7	
External barriers		
D.	Attendance rates for pupils eligible for PP are 91.94% (below the target for all children of 95.5%). This reduces their school hours and causes them to fall behind on average.	
E.	Parental Support	
4. Desired outcomes	Success criteria	
A.	Girls and boys progress and attainment raised in order to improve results, behaviour and increase the opportunities for them Post 16	<ul style="list-style-type: none"> • Improvement in progress 8 score • Improvement in attendance • Improvement in behaviour • Clear pathway for college, university or jobs • Raising aspirations • Increasing support from home
B.	Improve rates of progress for lower, middle and higher attaining students eligible for PP funding	Students eligible for PP funding to make as much progress as others identified as national average
C.	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
D.	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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GAP	INTERVENTION	RATIONALE	£	Milestones	IMPACT
<p>Highly Tailored Intervention</p>	<p>Literacy Co-ordinator</p>	<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>	<p>£8,000</p>	<ul style="list-style-type: none"> • Analysis of data and Reading Ages – tracking groups/interventions formed • Reading intervention planned and in place for the weakest students – action plan for each group • Catch Up group established in KS3 for students underachieving significantly in KS3 (Raw Score) • Through Reading Time – implement Accelerated Reader with all KS3 students reading accurately staged texts and testing regularly • Timetabled library lessons for all KS3 students in English 	<ul style="list-style-type: none"> • Staff supporting independent reading with confidence providing positive role models for all students • Reduction in the number of students showing as a concern in reading retests • Year 7 intervention group successfully complete online tests to measure progress • Reading awards are high profile in all KS3 assemblies to celebrate student success

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				<ul style="list-style-type: none"> • Raising literacy levels agreed as one of school's priorities • Y7 Literacy Catch Up cohort identified – intervention established • Literacy policy to be reviewed / drafted 	
	Numeracy Co-ordinator	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	£4,500	<ul style="list-style-type: none"> • Pupils identified with below average maths attainment using KS2 fine score levels. • Pupils given weekly basic numeracy session to help increase understanding 	<ul style="list-style-type: none"> • Most pupils have increased their understanding of basic numeracy shown by an increase in their half termly tests. • Scores in numeracy ninja have been steadily increasing

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Highly Tailored Intervention				<p>of fundamental mathematical concepts</p> <ul style="list-style-type: none"> • Pupils assessed each half term on topics covered • Pupils in low ability sets are completing weekly numeracy ninja booklets with their scores being tracked. 	<p>throughout the year showing greater understanding of basic mathematical skills.</p>
	Revision Support Sessions – Period 9	<p>Provided before and after school to enable supported self-study. Computer equipment, tuition & teaching support, along with refreshments are available.</p> <p>Timetabled different subject specialist staff available to support period 9 on identified days.</p> <p>Two intensive revision schools operate (April & May) to support students in the lead up to summer exam season</p> <p>Booster classes. Provision of refreshments prior to an exam</p>	£15,000	<ul style="list-style-type: none"> • Students identified by teaching staff to take part in specialised revision sessions after school • Analysis of progress being made by HoD using PiXL tracking pro forma. • Specialised lessons created when a gap in learning has been identified 	<ul style="list-style-type: none"> • Pupil Premium students have the relevant resources available in order to support exam revision. • Increased attendance to revision sessions • Students to improve current and predicted grades. • Students to participate in teacher led targeted sessions

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Quality First Teaching				<p>by teaching staff.</p> <ul style="list-style-type: none"> Students to attend full or half day workshops during Easter and May half term holiday 	to improve understanding of specific subject modules
	Additional Core Teacher – Maths	<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"> 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 Regular re-setting of students following assessments ensures that they are challenged to make progress. English & Maths – match up meeting held half termly to identify students at risk 	£50,000	Ensuring T & L meets needs of each learner	English, Maths & Science classes at KS4 have been made smaller in order for more focused support and greater differentiation of learning
Quality First Teaching	Resources (Class Charts)	Teaching and Learning support software to be introduced for all teachers to support data rich seating plans and specific differentiation	£1,000	<ul style="list-style-type: none"> All students to be identified as PP explicitly on seating plans 	Teacher awareness of PP to be increased for each class

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				<ul style="list-style-type: none"> Teacher workload reduced by using one system to access regs, behaviour, SEND, PP plans, homework etc. 	<p>Teacher support for PP to be more bespoke for each class</p> <p>Differentiation via organisation to be in place for all seating plans</p> <p>Progress of PP students to improve once system is in full use</p>
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GAP	INTERVENTION	RATIONALE	£	Milestones	IMPACT
<p>Raising aspirations and broadening experiences</p>	<p>CEIAG</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"> Students awareness raised to consider University as a natural progression from sixth form Awareness raising of employment routes post 16 University visits Guest Speakers 	<p>£18,000</p>	<ul style="list-style-type: none"> Termly updates to SLT regarding post 16 plans for year 11 – PP highlighted as priority SLT to explore extended work placements for PP students struggling to access post 16 plans and at risk of FTE/P Ex by Spring term 	<p>Reduction of NEETs, increase in students entering into further education, employment and training</p>

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		<ul style="list-style-type: none"> Motivational speakers – i.e. young local entrepreneurs 			
Highly tailored intervention	<p>Reading Zone</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>	£2,000	<ul style="list-style-type: none"> Monthly analysis of borrowers and loans from the library Student Voice to determine replenishment of stock Heads of Year to sustain reading as high profile in assembly themes 	<p>Increase in the number of pupil premium students using the library and borrowing books</p> <p>Staff supporting independent reading</p> <p>Themed event in the library at least every half term creating hub for increased student access</p>
Highly tailored intervention / minimising barriers to achievement	<p>External Agencies Provision</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"> Fermain Academy Provision MSPRU (APEX) PEX 	£115,000	<ul style="list-style-type: none"> Reduce PEx 2017/18 Reduce MSPRU places 2017/18 10 full time places at the Fermain Academy as an alternative to PEx and APEX(KS3 and KS4 provision) Improve attendance and engagement to avoid future NEET 	<p>Students gain a recognised vocational qualification as well as achieving maths and English GCSE</p> <p>Students to improve attendance and reduce PA</p> <p>Students to participate in work based placements with a view to apprenticeship</p>

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Minimising barriers to achievement					and/or further education opportunities.
	Music Tuition Moderate impact for low cost	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	£3,000	<ul style="list-style-type: none"> • Increase participation in school choir • Provision of instruments for students to loan • Improved environment for students to become involved in music and performance • Increased confidence in students performance 	Increase in the number of pupil premium students learning to play an instrument to support extra-curricular activity

GAP	INTERVENTION	RATIONALE	£	Milestones	IMPACT
	School Uniform Moderate impact for low cost	To help to increase the opportunities and engagement of students with low attendance or social and emotional needs,	£10,000	<ul style="list-style-type: none"> • Uniform will not be a barrier to learning spare uniform available and 	Improved attendance

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		which may be due to the lack of school uniform		<p>access to clean uniform provided.</p> <ul style="list-style-type: none"> • Hardship fund available for students to ensure uniform standards are maintained 	Increased participation in activities to promote health and wellbeing
Highly tailored intervention	<p>Romero Centre</p> <p>Moderate impact for moderate cost</p>	<p>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</p> <p>Targeted interventions for those diagnosed or at-risk of emotional or behavioural problems.</p>	£60,000	<ul style="list-style-type: none"> • Trackers introduced to monitor progress whilst students are in Romero and once they 'phase' back into mainstream lessons • Links to be strengthened between SEND and Pastoral teams and Romero • Interventions around SEMH to be delivered to those students in each Romero cohort 	<ul style="list-style-type: none"> • Reduction in fixed term and permanent exclusions
Minimising barriers to achievement	Breakfast Club	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	£2,000	<ul style="list-style-type: none"> • Breakfast club advertised and students encouraged to attend 	Punctuality improves for all students

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Highly tailored intervention				<ul style="list-style-type: none"> Breakfast to be free for all students 	
	Resources & Materials	<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>For example Show My Homework, PP cost centre and TASC (Insight) for parents eve bookings and parental behaviour monitoring</p>	£16,100	<ul style="list-style-type: none"> Equipment provided to ensure lack of equipment is not a barrier to learning, both in school and at home Revision guides provided for PP students in Year 11 	Supports revision and allows students to access materials to support independent learning
Minimising barriers to achievement	<p>Attendance Worker</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"> Communicate using social media and texting <ul style="list-style-type: none"> Home visits Vulnerable students identified 	£34,000	<ul style="list-style-type: none"> Attendance groups identified and weekly sessions held for at risk students Attendance rewards for continued and improved attendance Raise the profile of attendance matters Accuracy of registers monitored and staff held to account Attendance and punctuality monitored and 	<p>% increase in student attendance</p> <p>% reduction in PA</p> <p>Reduction in the number of students attending Attendance Clinic</p> <p>Increase in the number of students receiving 100% attendance rewards</p> <p>Increased awareness of attendance matters and the links between</p>

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		<ul style="list-style-type: none"> Support for parents and students to engage with school and learning 		<p>reported to all staff daily</p> <ul style="list-style-type: none"> Early identification of students at risk of PA 	attendance and attainment
	Rewards	Incentives to each year group around improved attendance towards the end of year trip with students being placed in a draw to receive a reduction in ticket price	£2,000	Half termly rewards assemblies	Improved behaviour and attendance Reduction in FTE
Minimising barriers to achievement	Pastoral	<p>Pastoral Support in KS3 and KS4 (DK/SM) working alongside the Pastoral leaders and Designated Safeguarding lead.</p> <p>Contribution to school trips (PP cost centre)</p> <p>University taster days ran by Progress leaders and CEIAG</p> <p>School counsellor</p>	£110,000	<p>All safeguarding incidents recorded on CPOMS</p> <p>Students and parents have access to consistent pastoral support</p> <p>Students able to participate in school trips - aspiration</p> <p>Students have access to school counsellor</p> <p>Students have full school uniform</p>	<p>Increase in student engagement and attendance</p> <p>Raising in student aspiration</p> <p>Increase in parental engagement</p>

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