

ST PAUL'S CATHOLIC HIGH SCHOOL

Pupil Premium Allocation and Strategy 2018 – 2019

St Paul's Catholic High School utilises a wide range of research and evidence to allocate funding to activities most likely to have an impact on pupil progress and achievement. Support for pupil premium eligible students is targeted at maximising achievement based upon a range of different starting points and subsequent personalisation of provision. Accordingly, the total pupil premium spend of £444 090 is divided into the following four priority areas.

<p>1. Quality first teaching and harnessing the power and impact of effective feedback. Approximately: £94 500</p> <p>Ensuring that teaching and learning meets the needs of each learner. Investment in developing and sharing excellent practice. Developing coaching model to impact on teaching and learning. Establishing and embedding common aims for assessment and feedback whilst ensuring that it impacts on student progress. Subject based, highly tailored projects focussed on high impact provision. Implement mastery learning model to support student progress. Increase student access to a repertoire of strategies to support effective learning through a focus on metacognition strategies.</p>	<p>2. Highly-tailored intervention Approximately: £82 500</p> <p>Immediate identification of where the gaps exist Rapid and highly precise intervention to address gaps. Embedding swift improvements in literacy and numeracy. Utilising staffing to support underachieving students in English and Maths – revision sessions Complementary curriculum pathways. Alternative provision Resources – PiXL, My Maths, SMHW</p>
<p>3. Minimising barriers to achievement Approximately: £255 500</p> <p>Provision of breakfast to ensure all students are ready to learn. Strategically increase capacity and deploy attendance officer to target key students Targeted use of pastoral support, using multi agency access to support the personal well-being of disadvantaged students. Ensure all students access highly personalised careers education, information and guidance (CEIAG). Provision of effective information and support for parents. Romero / SEND Provision Alternative Provision</p>	<p>4. Raising aspirations and broadening experiences Approximately: £33 000</p> <p>Raise aspiration for students at all stages of their education through dedicated opportunities to visit and experience university Raise aspirations of students through high-profile recognition of excellent student achievement and progress. Increase student access to cultural activities and experiences</p>

Pupil Premium Allocation and Strategy 2018-19

Curriculum Year 2017-18	Number of pupils in receipt of the Pupil Premium and Strategy 2017-18	Funding Allocation
7	78	
8	79	
9	96	
10	92	
11	130	
Total	475	

Total Pupil Premium Funding
£444 090

St Paul's Catholic High School utilises a wide range of research and evidence to allocate funding to the activities most likely to have a high impact on pupil progress and achievement. These are outlined in the EEF summary at the end of the document. Support for pupil premium eligible students is targeted at maximising achievement based upon a range of different starting points and subsequent personalisation of provision. Accordingly, the pupil premium spend is divided into the following priority areas:

Priority	1 Quality first teaching and harnessing the power and impact of effective feedback	2 Highly-tailored intervention	3 Minimising barriers to achievement	4 Raising aspirations and broadening experiences
Allocation	£94 500	£82 500	£255 500	£33 000
Priority Aims	<p>Ensuring that teaching and learning meet the needs of each learner.</p> <p>Investment in developing and sharing excellent practice.</p> <p>Developing a coaching model to impact on teaching and learning.</p> <p>Establishing and embedding common aims for assessment and feedback whilst ensuring that it impacts on pupil progress.</p> <p>Subject base, highly tailored, projects focussed on high impact provision.</p> <p>Implement mastery learning model to support pupil progress</p> <p>Increase pupil access to a repertoire of strategies to support effective learning through a focus on metacognition strategies</p>	<p>Immediate identification where the gaps exist</p> <p>Rapid and highly precise intervention to address gaps</p> <p>Embedding swift improvements in literacy and numeracy</p> <p>Utilising staffing to support underachieving students in Maths and English</p> <p>Complementary curriculum pathways</p>	<p>Provision of breakfast to ensure all students are ready to learn</p> <p>Strategically increase capacity and deploy attendance officer to target key students</p> <p>Targeted use of pastoral support, utilising multi-agency access to support the personal well-being of disadvantaged pupils</p> <p>Ensure all students access highly personalised careers education, information and guidance (CEIAG)</p> <p>Provision of effective information and support for parents</p>	<p>Raise aspiration – for students at all stages of their education – through dedicated opportunities to visit and experience university</p> <p>Raise aspirations of students through high-profile recognition of student achievement and progress</p> <p>Increase student access to cultural activities and experiences</p>

Year 7 Statements of Success		RAG		
		Term 1	Term 2	Term 3
A	From each different starting point, the percentage of disadvantaged pupils on track to make progress in English is in line with that for 'non-disadvantaged' students *			
B	From each different starting point, the percentage of disadvantaged pupils on track to make progress in Maths is in line with that for 'non-disadvantaged' students *			
C	The average attendance per student at least meets our in – school targets for both disadvantaged and 'non-disadvantaged pupils			
D	The number of achievement points for disadvantaged students at least meets our in-school targets for disadvantaged and 'non-disadvantaged' pupils			
E	All disadvantaged students participate in at least one extra curricular activity			

**' Where an in–school gap exists or widens, inspectors should consider whether this is because disadvantaged pupils attain more highly than other pupils do nationally, but non-disadvantaged pupils in the school attain even more highly*

Change in behaviour points will come into effect from September 2018

Year 8 Statements of Success		RAG		
		Term 1	Term 2	Term 3
A	From each different starting point, the percentage of disadvantaged pupils on track to make progress in English is in line with that for 'non-disadvantaged' students *			
B	From each different starting point, the percentage of disadvantaged pupils on track to make progress in Maths is in line with that for 'non-disadvantaged' students *			
C	The average attendance per student at least meets our in – school targets for both disadvantaged and 'non-disadvantaged' pupils			
D	The number of achievement points for disadvantaged students at least meets our in-school targets for disadvantaged and 'non-disadvantaged' pupils			
E	All disadvantaged students participate in at least one extra-curricular activity			

**' Where an in–school gap exists or widens, inspectors should consider whether this is because disadvantaged pupils attain more highly than other pupils do nationally, but non-disadvantaged pupils in the school attain even more highly*

Change in behaviour points will come into effect from September 2018

Year 9 Statements of Success		RAG		
		Term 1	Term 2	Term 3
A	From each different starting point, the percentage of disadvantaged pupils on track to make progress in English is in line with that for 'non-disadvantaged' students *			
B	From each different starting point, the percentage of disadvantaged pupils on track to make progress in Maths is in line with that for 'non-disadvantaged' students *			
C	The average attendance per student at least meets our in – school targets for both disadvantaged and 'non-disadvantaged pupils			
D	The number of achievement points for disadvantaged students at least meets our in-school targets for disadvantaged and 'non-disadvantaged' pupils			
E	All disadvantaged students participate in at least one extra-curricular activity			

**Where an in-school gap exists or widens, inspectors should consider whether this is because disadvantaged pupils attain more highly than other pupils do nationally, but non-disadvantaged pupils in the school attain even more highly*

Change in behaviour points will come into effect from September 2018

Year 10 Statements of Success		RAG		
		Term 1	Term 2	Term 3
A	The Progress 8 score for disadvantaged pupils is in line with 'non-disadvantaged' pupils in the school *			
B	From each different starting point, the percentage of disadvantaged pupils on track to make progress in English is in line with that for 'non-disadvantaged' students *			
C	From each different starting point, the percentage of disadvantaged pupils on track to make progress in Maths is in line with that for 'non-disadvantaged' students *			
D	The percentage of disadvantaged pupils on track to achieve a good pass (Grade 5 or above) in English and Maths is in line with that for 'non-disadvantaged' students nationally and in school*			
E	The Attainment 8 score / average grade for students is in line with 'non-disadvantaged' pupils in the school *			
F	For disadvantaged students, the EBacc Progress 8 score is in line with 'non-disadvantaged students' *			
G	The average attendance per student meets our in-school targets for both disadvantaged and 'non-disadvantaged' students.			
H	The number of behaviour points for disadvantaged students at least meets our in school targets for disadvantaged and 'non-disadvantaged' students			
I	All disadvantaged students participate in at least on significant extra-curricular activity			

**Where an in-school gap exists or widens, inspectors should consider whether this is because disadvantaged pupils attain more highly than other pupils do nationally, but non-disadvantaged pupils in the school attain even more highly
Where national figures are provided these are for 'other' pupils*

Year 11 Statements of Success		RAG		
		Term 1	Term 2	Term 3
A	The Progress 8 score for disadvantaged pupils is in line with ‘non-disadvantaged’ pupils in the school			
B	From each different starting point, the percentage of disadvantaged pupils on track to make progress in English is in line with that for ‘non-disadvantaged’ students *			
C	From each different starting point, the percentage of disadvantaged pupils on track to make progress in Maths is in line with that for ‘non-disadvantaged’ students			
D	The percentage of disadvantaged pupils on track to achieve a good pass (Grade 5 or above) in English and Maths is in line with that for ‘non-disadvantaged’ students nationally and in school*			
E	The Attainment 8 score / average grade for students is in line with ‘non-disadvantaged’ students in the school *			
F	For disadvantaged students, the EBacc Progress 8 score is in line with ‘non-disadvantaged students *			
G	The number of behaviour points for disadvantaged students at least meets our in school targets for disadvantaged and ‘non-disadvantaged’ students			
H	The number of behaviour points for disadvantaged students at least meets our in school targets for disadvantaged and ‘non-disadvantaged’ students			
I	All disadvantaged students participate in at least on significant extra-curricular activity			

1. Based on first release of unvalidated data

*Where an in-school gap exists or widens, inspectors should consider whether this is because disadvantaged pupils attain more highly than other pupils do nationally, but non-disadvantaged pupils in the school attain even more highly

Where national figures are provided these are for ‘other’ pupils

Detailed Plan and Spend

Priority 1										
Quality first teaching and harnessing the power and impact of effective feedback										
Strategy	Lead	SIDP	EEF Toolkit	Plan	Communicate	Implement	Review	RAG Review		
								Term 1	Term 2	Term 3
1. Embed marking and feedback to ensure that it is specific, accurate and impacts upon student performance.	MC		9	Sept	Oct	Nov	Jan April			
2. Design and implement a tailored CPD programme to ensure high quality teaching and learning	MCR		9 16	Sept	Oct	Nov	Jan April			
3. Establish and develop programme of subject-focussed pupil premium champions in English, Maths, Science, Humanities, Arts and PE to lead on Pupil Premium provision and good practice	HODs		16	Sept	Oct	Nov	Jan April			
4. Ensure that all homework consistently deepens understanding in all curriculum areas	JB		11	Sept	Oct	Nov	Jan April			

**Priority 2
Raising Aspirations and Broadening Experiences**

Strategy	Lead	SIDP	EEF Toolkit	Plan	Communicate	Implement	Review	RAG Review		
								Term 1	Term 2	Term 3
1. Development of intervention referral teams to ensure swift personalised actions designed to tackle underachievement	HODs		3	Sept	Sept	Oct	Jan June			
2. Development of Core Intervention Team to monitor, evaluate and address performance of disadvantaged students in English and Maths	ME / PS		12 14	Sept	Sept	Oct	Jan June			
3. Ensure complementary curriculum pathways and qualifications are utilised to support progress of disadvantaged students	JB		8	Dec	Jan	Feb	Mar June			
4. Designated additional staffing to work 1-2-1 and in small groups with underachieving pupils in English and Maths	ME / PS		18 30	Sep	Sep	Oct	Jan June			
5. Embed and develop Accelerated Reader programme for identified students	JS / MCR		18 30	Sept	Sep	Sept	Jan June			

**Priority 3
Minimising barriers to achievement**

Strategy	Lead	SIDP	EEF Toolkit	Plan	Communicate	Implement	Review	RAG Review		
								Term 1	Term 2	Term 3
1. Provide breakfast to enable students to be ready to learn.	KG		3	Sept	Sept	Oct	Jan Apr Jun			
2. Strategically develop attendance leads to ensure a consistent focus on disadvantaged students.	AC		3	Sept	Sept	Oct	Jan Apr Jun			
3. Support to enable and improve access and attendance, through targeted rewards programmes and allocation of individual support.	AC / PH		2	Sept	Sept	Oct	Jan Apr Jun			
4. Utilise strategies to build students confidence, self-esteem and ensure appropriate strategies are implemented.	SH		31	Oct	Nov	Dec	Jan Apr Jun			
5. Track and monitor the behaviour of disadvantaged students and ensure appropriate strategies are implemented	PH		3	Sep	Sep	Oct	Jan Apr Jun			
6. Provide for CEIAG support with targeted intervention for disadvantaged students	SH		2	Sep	Sep	Oct	Jan Apr Jun			
7. Provision of resources and uniform for students	SL		28	Sep	Sep	Oct	Jan Apr Jun			

**Priority 4
Raising Aspirations and Broadening Experiences**

Strategy	Lead	SIDP	EEF-Toolkit	Plan	Communicate	Implement	Review	RAG Review		
								Term 1	Term 2	Term 3
1. Establish and develop opportunities for students to engage with higher and further education opportunities.	SH DP DM		2	Oct	Nov	Nov	Jan May			
2. Subsidise opportunities for students to take part in cultural and social experiences.	SL		2 19	Sep	Sep	Oct	Jan Apr June			
3. Subsidies for trips and visits to improve participation rates.	SL		2 19	Sep	Sep	Oct	Jan Apr June			
4. Develop programme of targeted careers advice for all pupils in KS4.	SH		2	Sep	Sep	Oct	Jan Apr June			
5. Development of work experience in Y10 to raise aspirations and broaden experiences	SH DM		2	Jan	Mar	Apr	June			

Appendix 1. Educational Endowment Foundation Toolkit

Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
1	Arts Participation			+2 months	Low impact for low cost, based on moderate evidence
2	Aspiration Interventions			0 months	Very low or no impact for moderate cost, based on very limited evidence
3	Behaviour Interventions			+4 months	Moderate impact for moderate cost, based on extensive evidence
4	Block Scheduling			0 months	Very low or negative impact for very low cost, based on limited evidence
5	Collaborative Learning			+5 months	High impact for very low cost, based on extensive evidence
6	Digital Technology			+4 months	Moderate impact for moderate cost, based on extensive evidence
7	Early years intervention			+5 months	High impact for very high cost, based on extensive evidence
8	Extended school time			+2 months	Low impact for moderate cost, based on moderate evidence
9	Feedback			+8 months	Very high impact for very low cost, based on moderate evidence
10	Homework (Primary)			+1 month	Low impact for very low cost, based on moderate evidence
11	Homework (Secondary)			+5 months	High impact for very low cost, based on moderate evidence
12	Individualised Instruction			+2 months	Low impact for very low cost, based on moderate evidence
13	Learning Styles			+2 months	Low impact for very low cost, based on moderate evidence
14	Mastery Learning			+5 months	High impact for very low cost, based on moderate evidence
15	Mentoring			+1 month	Low impact for moderate cost, based on moderate evidence
16	Meta-cognition and self-regulation			+8 months	High impact for very low cost, based on extensive evidence
17	One to one tuition			+5 months	High impact for high cost, based on extensive evidence
18	Oral language interventions			+5 months	High impact for very low cost, based on extensive evidence
19	Outdoor adventure learning			+3 months	Moderate impact for moderate cost, based on limited evidence
20	Parental involvement			+3 months	Moderate impact for moderate cost, based on moderate evidence
21	Peer tutoring			+5 months	High impact for very low cost, based on extensive evidence
22	Performance pay			0 months	Low or no impact for moderate cost, based on very limited evidence
23	Phonics			+4 months	Moderate impact for very low cost, based on very extensive evidence
24	Physical environment			0 months	Very low or no impact for low cost based on very limited evidence
25	Reading comprehension			+5 months	High impact for very low cost, based on extensive evidence
26	Reducing class size			+3 months	Low impact for very high cost, based on moderate evidence
27	Repeating a year			-4 months	Negative impact for very high cost based on extensive evidence
28	School Uniform			0 months	Very low or no impact for very low coat, based on very limited evidence
29	Setting or streaming			-1 month	Negative impact for very low coat, based on moderate evidence
30	Small group tuition			+4 months	Moderate impact for moderate cost, based on limited evidence

31	Social and emotional learning			+4 months	Moderate impact for moderate cost, based on extensive evidence
32	Sports participation			+2 months	Moderate impact for moderate cost based on moderate evidence
33	Summer schools			+2 months	Moderate impact for moderate cost, based on extensive evidence
34	Teaching Assistants			+1 month	Very low or no impact for high cost, based on limited evidence