



Pupil premium strategy statement: secondary schools,

1. Summary information					
School	St Margaret Ward Catholic Academy				
Academic Year	2018/19	Total PP budget	£269 150	Date of most recent PP Review	October 17 (internally)
Total number of pupils	1101	Number of pupils eligible for PP	279	Date for next internal review of this strategy	October '20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
4+ in English & Maths	51% ↑	69%
5+ in English & Maths	21% ↓	34%
English & Maths expected progress	60% 4+ 40% 5+	82% 4+ 51% 5+
Progress 8 score average (from 2016/17)	-0.52	-0.31 ()
Attainment 8 score average (from 2016/17)	4.0	4.5 (nationally)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	High Prior attainment PP are making the least progress (-0.61 P8). Students require more challenge.
B.	Behaviour and engagement issues of PP students – FTE are too high. Behaviour scores are too high.
C.	Attendance rates for pupils eligible for PP have a significant gap with all others nationally.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A.	Parental Engagement and support is often low.	
B.	Mental Health and Wellbeing of disadvantaged and LAC Students.	
C.	Gap in attainment of PP pupils when they arrive from primary school.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Develop teaching and learning strategies to focus on the top attainers. This is measured through learning walks and the tracking data.	Staff awareness increased on who their PP students are and who is high Attaining. Interventions implemented close the highlighted gaps; monitored by heads of departments (DLA) and senior team.
B.	Improved literacy outcomes for PP students. Measured through data point grades, AFL grades in data point trawls. Accelerated Reading Programme in KS3.	PP gap in English will close across all year groups.
C.	Develop SoW & Curriculum in Maths to challenge higher attaining PP students.	High attaining PP students will perform closer to their non PP counterpart.
D.	Increase opportunity and aspiration of high attaining PP students.	PP students achieving higher grades are engaged in a range of activities including student leadership / enrichment events.
E.	Improve the behaviour of PP students in classroom. Monitored through the behaviour system.	Behaviour scores improve. Reduced numbers of 7& 8 codes.
F.	Decrease number of FTE with PP students.	Number of FTE decreases. Repeat offenders drastically reduces.
G.	Increased attendance rates for all PP pupils. Reduction in PA students.	Attendance % is increased. Punctuality is increased. PA figures improve.
H.	Introduce the PP intense focus for transition.	Gaps closing from Year 7 data point 1.

GCSE results for 17-18

	<i>ALL</i>	<i>PP</i>	<i>Non PP</i>	<i>GAP All - PP</i>		<i>ALL</i>	<i>PP</i>	<i>Non PP</i>	<i>GAP All - PP</i>
Maths	-0.64	-0.65	-0.64	-0.01	English Language	-0.56	-0.61	-0.54	-0.07
Science Double Award	-0.71	-0.65	-0.73	+0.08	English Literature	-0.40	-0.24	-0.45	+0.21
Sci Biology	0.12	-0.38	0.32	-0.70	R.E.	-0.08	0.01	-0.11	+0.12
Sci Chemistry	-0.39	-0.90	-0.19	-0.71	History	-0.52	-0.14	-0.67	+0.53
Sci Physics	-0.16	-0.46	-0.05	-0.41	Geography	-1.02	-0.96	-1.04	+0.08
Health & Social C.	0.89	1.15	0.84	+0.31	Art	-0.83	0.40	-1.07	+1.47
Music	0.85	-0.59	1.13	-1.72	ICT	-1.14	-0.64	-1.32	+0.68
P.E.	-0.32	-1.16	-0.09	-1.07	Business Studies	1.05	0.75	1.19	-0.44
French	-0.30	0.58	-0.41	+0.99	Computer Science	-0.09	-0.31	-0.03	-0.28
Dance	-1.91	-2.48	-1.71	-0.67	Drama	-0.77	-1.47	-0.60	-0.87
Product Design	1.07	0.83	1.22	-0.35	Electronics	-0.80	0.21	-1.14	+1.35

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?
Develop teaching and learning strategies to focus on the top attainers	Improve pace & and challenge	Overall school performance is down and consequently PP haven't performed to expected standards. Greater challenge and pace will help all learners, but especially those who are high attainers and PP.	T&L coordinator and Principal assigned staff to deliver based on book "make every second count". -learning walks -work trawls -feedback from course	AVP T&L	External review feedback in December 18
	Develop HW Planners given to every pupil to record HW, therefore parents also informed.	Pupils aren't independent enough and progress isn't high enough. HW is an integral part of effective learning. Quality and frequency of HW to improve resulting in greater progress.	-learning walks –demonstration of interventions with PP students -work trawls- evidence of effective HW, pupils receiving timely and specific high quality feedback. -DLPM reports- log of interventions that have supported the PP students. An improvement in the quality of HW provided and produced.	AVP T&L VP	DLA work trawls every term
	Achieve 9's in core Maths – maths meet/ external peer observations/pedagogical support	Eight 9's in science across 5 GCSE's. One 9 in Maths. Two 9's in English Language. Four 9's in English Literature. 15 in RE 4 in Biology 2 in Chemistry & Physics	DLA's feedback to Line managers on how they are developing pedagogy to support this. Greater push in lower school. Tracking data highlighting trajectory towards a grade of 9. Expect an increase in each of these subjects.	PP Lead	Easter 19
Improve outcomes in English & Maths	All Y7-8 PP students complete the 'fundamentals' through regular	Too many pupils are not GCSE ready in Y9. Not prepared for regular HW/ independent learning/ resilient.	DLPM log interventions and findings from the pupils. These logs will reflect lower numbers throughout the year.	PP Lead VP	December 18 March 19 June 19

	<p>contact through DLPM's</p> <p>Improve Year 7 literacy progress /Catch up Sessions. Reading Club utilising Accelerated Reader Library lessons Reading time in form.</p> <p>Employ additional Maths & English Staff</p>	<p>Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in school. (EEF 6+ months)</p> <p>121 supported utilised too (EEF 5+ months)</p> <p>Smaller class sizes resulting in more feedback given. (EEF +3 months)</p>	<p>LPM & SO check reading time in form.</p> <p>Librarian checks all have access to the materials and a place to read. Time is allocated in TT so it is fair.</p> <p>Extra curricular club and progress with reading recorded.</p> <p>SEN targeted support for poor literacy skills</p> <p>Outcomes for PP students improve.</p>	<p>ELT & English Staff</p> <p>Senco & Assistant Senco</p>	
<p>Increase opportunity and aspiration of high attaining PP students</p>	<p>Brilliant Club and Careers service liaising with LPM and PP coordinator. Increase Leadership Opportunities.</p>	<p>Brilliant Club (EEF 4+ months)</p> <p>High population area of NCOP students/ opportunity area, an area of high unemployment and high on the deprivation matrix.</p>	<p>PP students achieving higher grades are engaged in a range of activities including student leadership / enrichment events.</p> <p>Percentage of PP students achieving higher grades increases.</p> <p>Improve Maths 7+ from 7% (9% national)</p> <p>Improve Biology 7+ from 11% (25% national)</p> <p>Improve Chemistry 7+ from 0%(28% national)</p> <p>Improve Physics 7+ from 11% (27% national)</p> <p>(RE gained 31% for 7+ - National = 18%)</p>	<p>Brilliant Club Lead</p> <p>AVP T&L</p> <p>LPM</p> <p>PP Lead</p> <p>Careers Advisor</p>	
Total budgeted cost					<p>£13 438 + £14 169 + £100 000 + £26 181 + £3062 =£156 850</p>

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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>Improve the behaviour of PP students & decrease percentage of FTE with PP students</p>	<p>Targeted interventions based on behaviour data. (EEF toolkit +3 months). Develop new Behaviour system ref: EEF general approach is consistent, change of school ethos and then specific programmes for identified individuals.</p> <p>Improve Parental Engagement (EEF toolkit +3 months)</p> <p>Pay for identified students to attend alternative provision.</p> <p>Provide professional training for identified staff.</p>	<p>FTE are too high in comparison with national figures. Too many PP students going into detentions and isolation.</p> <p>EEF identifies greater involvement with home increases the chances of success in school. Attendance to Parents Evening for PP students is not high enough.</p> <p>Some PP students are not prepared for mainstream secondary education and require specific support. (7 PP students)</p> <p>Identified staff need additional support to improve QFT. Gaps are still too big and staff are unsure on what they can do differently.</p>	<p>Inform behavior team regarding specific individuals to intervene with. New Team Member of ELT leading behavior with new approach. Data point collections will track behavior scores and trigger changes to individual support.</p> <p>Improved Parental engagement. DLPM will communicate with home. Attendance checked for parents' evenings. PP support evenings in subject specific areas and engagement with mentors. Attend SPARKLES event.</p> <p>Log attendance throughout the years to track non-attendance patterns. Communicate with PP parents prior to event (phone/email). If they don't attend, then phone call home to discuss their child's progress.</p> <p>Liaise with alternative provision to ensure needs are met. Coordinate information and liaise with Pastoral AVP to make informed decisions.</p> <p>AVP for T&L coordinates the learning walk information and assigns training based on this information.</p>	<p>Behaviour team</p> <p>+ Member of ELT leading (+support from local school.)</p> <p>PP Lead/ AVP Pastoral / LPM's</p>	
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Total budgeted cost					£64 472 + £5000 + £50000 = = £119 472
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?
Increase attendance for all PP Students	Employ internal EWO, Family Support Worker, Safeguarding Officer	Additional support needed to increase in this area, and its impact can hugely benefit the achievements of the pupils. Increase in numbers of PP PA students and necessity to work in the community, numbers of Early Help meetings and Safeguarding concerns and referrals	Line managed by Vice Principal – holds regular meetings with relevant parties for updates on progress. Reduce PP gap of 2.4% to rest of school and gap of 2.7% for national other. Reduce PP PA gap of 11.8% in school and 14% nationally. Early Help Reviews. Supervision Meetings. Attendance discussions at Standards. And Provision Meetings. Regular Analysis of attendance. Sparkles Group.	VP SGO. EWO. FSW.	Weekly meetings.
Ensure effective transition which targets specific PP students.	6 week transition programme, linking primaries with secondary.	Reduce stress and anxiety about joining a large secondary school. (EEF “ <i>Social & Emotional Learning</i> ” +4 months) Close the PP gaps on arrival.	Gap closes by the second data-point entry in Y7. Triggers for DLPM to run interventions. AVP for Pastoral overseeing implementation.	AVP Pastoral	Termly Data Point collections
Total budgeted cost					£7 000 (transition) £18 830 (SGO) £13 830 (FSW) £6 300 (EWO) = £45 960
Total amount across strategies					£322 282

6. Review of expenditure Impact				
Previous Academic Year 2017-18		Spending allocated by DMc		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £138 061.67
Improve Y7 Literacy Progress	<p>Purchase and implement Accelerated Reader (EEF + 6 months for reading comprehension strategies)</p> <p>Lesson timetabled in the library. Librarian time to oversee implementation and</p>	<p>Number of Millionaires increase from 44 in the academic year. 85% of students are given a new target every term (set externally by Renaissance)</p>	<p>Additional reading given in form time in next academic year. System is proving to be effective and English Dept. are very supportive of the program. Will continue to fund and build.</p>	<p>Accelerated reader (£3061.67)</p> <p>Percentage of Librarian salary (£10 000)</p>
Provide Quality First Teaching & Learning (underperforming departments and staff targeted for support)	<p>Learning Walks – focus on specific departments</p> <p>SDP</p> <p>CPD – to improve teaching and learning – feedback (+8 months)/ homework (+ months)/ collaborative learning</p> <p>Increased Awareness of PP students and</p>	<p>80% of targeted staff are now good or better.</p> <p>Overall P8 gap – has closed from -0.13 to 0.07 Maths P8 has closed from -0.99 to -0.04 English Language P8 has closed from -0.82 to -0.09 English Literature P8 has closed from -1.14 to -0.14 Science P8 has closed from -0.43 to -0.06 R.E. P8 has closed from -1.19 to -0.03 Health & Social P8 has closed from -0.96 to +0.3</p>	<p>Address underperformance earlier.</p> <p>Continue to focus on underperforming staff.</p> <p>Continue to monitor underperforming departments to ensure improvements are maintained.</p>	

Improved Progress & Attainment in Maths & English	Additional Maths & English Teachers Provide Literature books and calculators	Maths P8 has closed from -0.99 to -0.04 English Language P8 has closed from -0.82 to -0.09 English Literature P8 has closed from -1.14 to -0.14 Reduced class sizes has had an impact on progress. (EEF +3 months) 4+ in English Language went up to 65% from 63% 4+ in English Literature went up to 71%	This will continue into the next academic year.	Maths & English Teacher = £100 000
Improved Progress for High attaining PP pupils.	Period 7's Brilliant Club Higher Horizons trips & support sessions Career Interviews Booster Sessions	Students receiving additional support after school, to help improve their outcomes. (EEF +2 months) Brilliant Club and Higher Horizons are difficult to measure impact on, but EEF research suggests an improvement of 4 months. Provide support for Y11 and 10 students to raise aspirations and provide direction. Reduce number of NEETS.	This will continue next academic year. This will continue next academic year. This will continue – although there is no secure evidence of this having a positive impact on progress, we do have high learning pathways and low numbers of NEETS. This will continue next academic year.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £45 261
Increased Attendance of PP students	Employ internal EWO Employ FSW Increase involvement of SG Officer Breakfast club Nurture Club	PP Absence is lower than national group. This is an improvement from the previous year. PP Persistence Absence is lower than National group. This is an improvement	The targeted interventions from EWO, LPM, and APD has resulted in the PP absence figures being below the national figure, whilst the rest of the school are above National figures for absence. This will continue in the future.	£12 591 = EWO (% of salary shared with the collegiate) £13 830 = FSW £18 840 = SG
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £55 000

Improve Behaviour	Employ a Behaviour Manager. Employ Behaviour Support worker (Employ FSW and SGO)	Estimations were that Exclusions figures would reduce. However there is still a large gap between the non PP and PP. A New Principal has been employed from January 2018. He has a new philosophy and will hopefully lead to future	Overall figure of exclusions for PP is above the overall figure. New structure of the behaviour team. Behaviour Manager is no longer employed.	Behaviour Team only:- £55 000
				Total Spending £238,061.67. Total PP budget £229,255.

7. Additional detail	
PPG used to supplement other support running for all pupils	
Breakfast club, nurture club, uniform, equipment, trips (transport, staffing, food, entry, etc.), music lessons, books for English Literature, calculators for Maths, revision guides.	Cost £25 000
Total Expenditure 17/18	= £263 061.67