



Pupil premium strategy statement: secondary schools, completed example based on fictitious school

1. Summary information					
School	St Margaret Ward Catholic Academy				
Academic Year	2017/18	Total PP budget	229 255	Date of most recent PP Review	October 17 (internally)
Total number of pupils	993	Number of pupils eligible for PP	233	Date for next internal review of this strategy	Oct, 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
4+ in English & Maths	38%	68%
5+ in English & Maths	28%	46%
English & Maths expected progress	-15%	-2%
Progress 8 score average (from 2016/17)	-0.42 (0.1)	+0.15 (-0.3 nationally)
Attainment 8 score average (from 2016/17)	38.1 (52.9)	50.6 (40.6 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.	\communication with home – increase awareness of current progress and future implications.
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.
C.	Behaviour issues of PP are having detrimental effect on their academic progress and that of their peers.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A.	Attendance rates for pupils eligible for PP are 2.6% below the rate for all children of 96%). This reduces their school hours and causes them to fall behind on average.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Behavioural issues of PP addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
B.	Improved rates of progress across KS4 for high attaining pupils eligible for PP.	Staff awareness increased of who they are and interventions implemented to close the highlighted gaps from APD; monitored by heads of departments (DLA) and senior team.
C.	Increased attendance rates for pupils eligible for PP.	Reduce the number of sessions missed among pupils eligible for PP to 5% or below. Overall attendance among pupils eligible for PP improves from 92.6% to 94% - within 1% of all other pupils.

	<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	-0.14	-0.55	-0.05	-0.41	English Lang	-0.39	-0.67	-0.34	-0.28
Science Core	-0.52	-0.84	-0.44	-0.32	English Lit	-0.38	-1.09	-0.23	-0.23
Science Additional	-0.42	-0.76	-0.34	-0.34	R.E.	-0.07	-0.65	0.07	-0.58
Sci Biology	-0.23	-1	-0.16	-0.77	History	-1.04	-1.54	-0.95	-0.50
Sci Chemistry	-0.38	-1.5	-0.26	-1.12	Geography	-0.46	-1.09	-0.31	-0.63
Sci Physics	-0.05	-0.5	0	-0.45	Art	-0.84	-1.10	-0.76	-0.26
Music	-0.22		-0.22	N/A	ICT	-0.5	-1.7	0	-1.20
P.E.	-0.07	-0.75	0.04	-0.68	Business Studies	0.41	0.33	0.43	-0.08
French	-0.45	-0.25	-0.48	+0.20	Computer Science	-0.83	-1.65	-0.58	-0.82
German	0.5	-1.5	0.64	-2.00	Drama	-1.33	-1.83	-1.25	-0.5

5. Planned expenditure					
Academic year		2017/18			
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?
A. Improved Year 7 literacy progress	Accelerated reading	Priority addressed across the collegiate involving 8 feeder primaries. Data collected from them highlights the need for this. Improve 'cultural capital' through reading.	Millionaires achieved Data on reading, books, etc. TT given so all pupils in Y7 access the library during curriculum time.	Librarian (ELT Line manager)	
Provide Quality First T&L	Learning walks	To identify strong performers so best practise can be shared. To identify where additional support may be required.	Learning walks. Evidence collated and then action implemented. Future learning walks will be monitored for improvement and evidence of effective support. Line management meetings with SLT has an agenda item. Notice boards highlighting PP pupils and their gaps. Middle leader meetings and Dept. meetings to highlight where intervention is required.	AVP T&L	
	School Priority on SDP	Gap is too large and greater awareness is needed to improve actions. SDP and all DDP have this as an action.		AVP T&L	
	CPD on teaching strategies	Improved teaching – informed from EEF Strategies Poster to highlight good practise		PP Lead	
	Increased Awareness of PP pupils and their attainment gaps Share good practice	Staff not targeting specific pupils early enough. Staff unaware of their impact		PP Lead	
				Total budgeted cost	£25 000 (50% of APD salary)

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?
Improved Year 7 literacy progress	121 support Reading Club Library lessons Reading time in form.	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 other schools.	HoY check reading time in form. Librarian checks all have access to the materials and a place to read. Time is allocated in TT so it is fair. Extra curricular club and progress with reading recorded. SEN targeted support for poor literacy skills	Librarian Senco	
Improved progress for high attaining pupils	Period 7 Brilliant Club – endorsed by Ofsted Higher Horizons trips Career interviews Booster Sessions	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful local employers.	Variety of pupils involved. Registers for P7 Parents contacted directly	AVP Pastoral Staff PP Lead AVP TAL Careers AP Lead	
Improved attainment in Maths & English	Employed additional Maths & English Teachers Year 7 Catch up activities	Core subjects vital for their future. Cross curricular benefits if these areas are strong. Area of focus when reporting. Increase challenge with new GCSE's	DLA's organise smaller classes. Balance of PP pupils across the sets. Increased no. of P7 Booster classes in holiday time. Revision retreat. Whole school spag policy. Form time reading and Ninja maths	SLT / DLA TA	
Total budgeted cost					£100 000
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?
Increased attendance	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.	Line managed by Vice Principal	VP	

Improved Behaviour	Employ Behaviour Officer, Family Support Worker, Safeguarding Officer To provide Alternative Provision for identified cohort	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. To refurbish house and pay for identified students to attend Merit, Reach and proactive placements	Ensure identification of pupils is fair, transparent and properly recorded. Use additional staff to engage with parents. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff and focus on positive praise/effort cards through teaching staff.	AVP Pastoral SGO/ FSW / Behaviour Team VP, AVP Pastoral, SGO	
Total budgeted cost					£100 000 (50% salary of people mentioned)

6. Review of expenditure				
Previous Academic Year		Spending allocated by CS/RAP/ES		
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
To maintain /improve outcomes in English and maths	Employ additional Maths and English staff to reduce class sizes for those pupils in need of closer monitoring and intervention (EEF +3) Provide a breakfast club with a nutritional breakfast to help the day to start positively. Support sessions to improve academic performance of PP students	Smaller classes impact upon learning as the reduced numbers allow teachers to teach differently. The smaller class sizes give increased flexibility for organising learners and the quality and quantity of feedback the students receive. Homework club provides a suitable environment where pupils have resources and can concentrate on accomplishing additional learning outside the lesson.	Impact of smaller classes can be seen and as a result the additional teachers need to continue to provide these smaller teaching groups. Changes within departments this academic year. Head of Department in maths left the school. All had an impact on attainment. Also a new grading system nationally 47% of PP students achieved 4+ in maths 44% of PP students achieved 4+ in English This was a dip in both subjects from the previous year.	Pupil Premium Leader Additional Maths and English teacher £80,000 Breakfast club £15,000 Support staff sessions £40,000 Homework Club £13,000
	Period 7 classes for those students who require additional tuition in KS4. Small group sessions, Employment of specialist support staff to support vulnerable students. 1:1 support for these students who need daily guidance. Specific students identified and allocated a key member to oversee progress both academically and attitudes to learning.	One to one tuition is very effective in helping learners catch up. Tuition impacts as it is additional to and explicitly linked with normal lessons. One to one tuition led by teaching assistants, interventions are led by teaching assistants who are experienced and well-trained.	Ensure training and support is provided to all TA's working 1:1. 1:1 working is relatively expensive so look at the use of smaller group tuition and evaluate its impact.	TA's for one to one tuition and small group tuition Specialist support staff (costing above)
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
Improve and maintain good attendance and punctuality.	Report attendance and punctuality regularly to Governors and Directors. Work closely with the EWO and the Family Support worker.	Whole school attendance including attendance of PP students in 2016/17 didn't reduce and therefore didn't meet the desired outcomes. Family support worker intervenes with vulnerable students and their families, monitoring welfare and their engagement with school.	Relook at the focus on attendance and punctuality of PP children to implement and evaluate specific strategies.	Family Support worker £12,750
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
Decrease the percentage of FTE's in eh school	Support students and their families where the student is on the verge of exclusion and requires behavioural support. Nurture Club Transport provided for alternative provision	Nature Club to provide monitoring and lunchtime environments that are safe and welcoming leading to a reduction in exclusions. Transport ensures that students arrive at alternative provision safely improving attendance at alternative provision. Alternative Provision case studies completed	Impact not seen as exclusions increased. School are looking at a new behaviour system and team with a focus on reducing exclusions.	Inclusion Manager £26,000 Nurture Club £8,500 Transport £4,000 Case studies Pupil Premium lead £3,700
Enable vulnerable PP students to fully engage in school life.	School trips subsidy School Equipment School uniform			£1,750 £1,000 £500

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 Spend £231,200