

All Saints Catholic High School



Pupil Premium Report

Including Y7 Catch-Up Premium

2017/18

All Saints Pupil Premium Report 2017/18

Next Review Date: 8 June 2018

Key Aims:

1. To reduce in-school progress gaps between disadvantaged cohorts/individuals and their peers, particularly for PP pupils.
2. To improve the life chances and choices of all pupils through improved attendance and raising aspiration.
3. To improve knowledge and understanding of strategies and interventions used by staff and to share good practice through newly appointed Pupil Premium Champions.

Success Criteria:

- Progress gaps narrow for all identified target groups/individuals
- Attendance gaps between PP and non-PP pupils narrow
- Year 11 PP students will have positive a Progress 8 score – For 2018 we will be successful if the PP P8 score is within 0.30 of non-PP pupils (Year 11), and will work to reduce this further in subsequent years.

1. Summary information			
Academic Year	2017/18	Total PP budget	£317,800
Total number of pupils	1041	Number of pupils eligible for PP	307
Attainment of Year 11 (2016/17 cohort)			
		Pupils not eligible for PP	Pupils eligible for PP
% achieving English and maths Grade C/ Level 4+		67.7%	52.1%
% achieving English and maths Grade B/ Level 5+		46.5%	27.4%
Progress 8 score average		0.24	-0.36
Attainment 8 score average		49.33	38.76

Context and Barriers

LITERACY - A significant percentage of our PP pupils have poor literacy levels when joining the school. The percentage of pupils with a reading age below their chronological reading age on average is lower for PP students than non-PP students (a variance of between 1-2 years within the year groups). A lack of literacy skills is impacting on pupils' progress. The gaps need to be closed rapidly to ensure all pupils make at least the expected levels of progress by the end of Key Stage 4. Whole school literacy strategies based on curriculum needs are in place to address these issues and continue to be developed. The addition of reading age testing with all year groups will help us to identify and address literacy needs across the curriculum for groups and individuals. We aim to ensure pupils have the literacy levels required to access exam papers, texts and life throughout and beyond school.

ASPIRATION - Low aspiration affects some PP pupils' motivation to make expected progress. Pupil Premium funding will continue to be used to ensure PP pupils have access to careers interviews and Sheffield Futures support, in addition to Further and Higher Education enrichment opportunities with local Universities. Experiences which link progress in school to the world of work on Alternative curriculum days are crucial in enabling pupils to strive for more. Classroom teachers will be working on developing independence, increasing aspiration and challenge with all pupils but with a particular emphasis on High Prior Attainers.

SOCIAL - Social disadvantage can impact on support from home. Engaging harder to reach parents/carers is a priority and we are working hard to support parents and pupils, but feel we can go further. This year we will be even more proactive in our contact with home and aim to increase PP attendance and homework support; more parental voice and strive for greater parental engagement at parents' evenings and meetings. Staff will be talking more about pupil progress and together we will communicate clearly and more often, based on pupils' individual needs.

ATTENDANCE - PP attendance has been lower than non-pupil premium attendance however it is now higher than the 2017 National Average for FSM pupils. However this continues to be a significant barrier for some students and the Pastoral Team, teaching staff, Form Tutors and our Family Liaison & Attendance Officer will target pupils for attendance support and intervention. We are working harder to raise the profile of attendance across the school and with parents. We would like all pupils to be closer to 96% and strive for 100%. Part of this is supporting more vulnerable pupils with complex social, emotional, behavioural and medical issues. Reviewing curriculum models for vulnerable pupils who are at risk of permanent exclusion continues to be a key focus.

BEHAVIOUR – A significant percentage of students receiving sanctions resulting in time in Internal Exclusion or at risk of Fixed Term Exclusion are PP students. We are being proactive in developing a variety of restorative justice and early pastoral interventions to support these at risk students. This continues to be a priority for the Pastoral Team.

Planned Expenditure and Action Plan 2017/18

The areas of priority are:

1. Literacy Skills 2. Progress and Attainment with a focus on High Prior Attainers 3. Cultural Literacy and Capital particularly for those at risk of exclusion

1. Literacy Skills

- increase the literacy skills of PP students
- improve reading ages of those students who have lower than age expected scores
- increase the consistency of literacy skills delivery across all subjects

Actions / Strategies	How/ Implementation	Success Criteria	Cost breakdown
Recruitment of 3 Primary Specialist Teachers to support the teaching of English and Maths at KS3	Nurture teaching groups, Departmental team teaching and planning in Y7 Maths and English	Y7 Not School Ready cohort achieve in line with those who are School Ready	£98,250
Use of English and Reading Interventions programmes	A number of interventions: <u>Lexia</u> – a reading programme aimed at those with low levels of literacy, <u>Rapid Plus</u> – a series of books and software designed for struggling KS3 readers, <u>Paired Reading</u> - an in house programme which matches Y7 students with Y12 students, <u>Handwriting</u> – students have a designated lesson to work on hand writing practice.	<u>Lexia</u> Students have improved areas of reading instruction (Phonics, vocabulary, fluency and comprehension) at a sufficient level to return to timetabled lessons. <u>Rapid Plus</u> – students who are capable, progress through to Level 9 on the programme, other students reach individual targets. <u>Paired Reading</u> - Students have increased confidence and fluency in reading. <u>Handwriting</u> – students handwriting improves to a point where they are able to communicate ideas effectively in their lesson books	£6,350

Reading Age Testing and subsequent retesting for all year groups	Testing at start of the school year, pathway to interventions if required and retesting at the end of each academic year.	Reading age improves for all students Test is used to measure impact of other reading interventions for bespoke cohorts	£300 (Staff time is included elsewhere)
Continue to raise the profile of the Library to increase a love of reading	'How to use the library' lessons through English time and whole school competitions led by the Librarian to increase student awareness. Data tracking of lending for specific cohorts Use of library for intervention sessions	All PP students to have accessed the library during the year with increased borrowing rates. Student Voice indicates an increased awareness of the library facilities and an increased love of reading	£5,600
Extra English classes Y9 onwards	Extra English lessons for students not entered for MFL examinations	Students achieve in line with progress grades in English Increased confidence entering exams across the curriculum.	£12,600
A designated EAL Coordinator to work with EAL students	1-2-1 interventions, classroom support, teacher CPD, working with parents to support students. EAL Project with History and Science linked to Silverdale School and York University.	EAL PP students achieve expected progress grades Student voice shows parents and students feel fully supported by the school and students have an increased understanding of English and require less 1-2-1 support Increased parental engagement	£15,260

Evaluation of Literacy Skills Strategies

During 2017/18, our transition teachers have taught specific cohorts of Not Secondary Ready students to enable the majority to return to main stream groups for September 2018. The small number that are yet to graduate will continue to work with the transition team receiving specific interventions in both Literacy and Numeracy during Y8. Our KS3 reading intervention programmes continue to be successful, all Rapid Plus students have reached their set targets and 54% of Lexia students have now graduated back into the mainstream English cohort.

Using our improved reading analysis tools, we have been able to identify that there is a significant gap between the reading ages of PP and non PP students in all year groups. Senior leaders have been on external CPD and a 'Closing the Vocabulary Gap' strategy is being developed and will be embedded as the key whole school teaching and learning strategy for next year.

A KS3 Progress Leader has recruited to oversee this strategy and expand a similar focus to mathematics.

2. Progress and Attainment with a particular focus on High Prior Attainers

- increased staff understanding and use of strategies to tackle barriers and close gaps in learning for PP students
- close gaps in progress between PP and Non PP students in all subjects including English and Maths
- improved attendance of PP students to be in school to access learning

Actions / Strategies	How/ Implementation	Success Criteria	Cost breakdown
Recruitment of PP champions (Feb 2018)	Raising the status of the Pupil Premium strategy within school.	Increased teacher awareness of PP strategies resulting in narrowing of the gap. Staff aware of different categories of PP students and their needs (i.e. service children)	£5,000
Investment in class mapping tool for all staff	Enabling all teaching staff to easily identify PP students within every teaching group.	Staff who work with students accurately identify PP students and can target strategies to effectively close the gaps in the classroom.	£1,800
Embedding culture of High Challenge in teacher planning and CPD	Whole school CDP programme	SRE tools indicate an increased use of challenge strategies in classroom practice evidenced in books	£7,350
Mentoring programmes & Subject interventions – 100 minutes, how to revise sessions	1-2-1 mentoring, revision support programme and parental meetings Bespoke intervention programme for students below expected progress grade prioritising PP students	The gap closes between Y11 PP students and non PP students. Target gap reduction for this year -0.30. P8 target for PP 0.0	£10,000
Employment of Family Liaison & Attendance Officer	Raising the profile of attendance with parents and students through regular communication, face to face meetings and data tracking.	Continue to reduce the gap between attendance of PP and non-PP students Increased parental engagement with school	£13,090
Use of Data Team	Work with staff to improve understanding and tracking of PP data throughout the school	Increased frequency of data analysis Support for improving tracking for relevant staff for monitoring of interventions	£23,170

Evaluation of Progress and Attainment

Although these strategies were implemented in 2017/18 there was insufficient time for them to be successfully embedded in the year and therefore their impact was limited.

Our key Teaching and Learning priorities remain the same for next year; increasing challenge in lessons for High Prior Attainers (HPA) and Closing the Gap for Disadvantaged Students. Our CPD programme has continued to focus on these areas and we ran our first internal 'TeachMeet' event in which 20 teachers, across the whole career stage, presented a wide range of inspiring teaching strategies. Every teacher then committed to trialing one or more of these strategies in their own classroom practice for the rest of the term.

FTE overall have reduced by 60% however, Pupil Premium students are still twice as likely to have a FTE and this is something that will be addressed in the next years strategy.

PP student attendance in 2017-18 was 92.1% against a whole school attendance of 95.4%. The attendance team now has a clearer focus on tracking all students, including identifying those who are PP. Form Tutors now receive a regular tracking update sheet and follow up on absences. Initiatives are also underway focusing on 'inspiring' attendance, rather than 'managing' attendance.

3. Cultural Capital and Aspiration Building

- improve aspirations of PP students particularly for those at risk of exclusion

Actions / Strategies	How/ Implementation	Success Criteria	Cost breakdown
PP project bid fund	Fund for PP trips and resources. E.g. English department took PP students to Stratford to experience live theatre.	Projects successfully close identified gaps – see individual evaluation forms	£17,000
Employment of additional support worker for CLA	1-2-1 interventions, teacher CPD, working with outside agencies and carers to support students. Tracking of student data for CLA students	CLA students achieve expected progress grades Student voice shows carers and students feel fully supported by the school	£24,000

Evaluation of Cultural Capital and Aspiration Building

Pupil Profiles have helped identify cultural gaps for our vulnerable students and informed strategies for providing more enrichment outside of the classroom.

In 2018/19, alongside the newly appointed KS3 and 4 Progress Assistant Headteachers, there will be a focus on raising the aspirations of students in each year group. Strategies include; Exciting Industries with Y8 and Preparing for Success with Y9 parents and students. These events will utilise skills from our wider school community and offer students real insight into the world of work beyond school.

Beyond the classroom, we do extraordinary things for our most vulnerable students:

- We have supported a number of students to attend retreats at Savio House as part of their spiritual enrichment
- A group of Y7 students who would otherwise not have had a holiday attended Phoenix Activity Camp during the summer

This will continue to develop as part of our ongoing programme.

Allocated Spend to date

£239,770

The strategies below target whole cohorts of students from which PP students benefit. We are currently working on how we can adapt these interventions to become a more significant part of our PP strategy.

Actions / Strategies	How/ Implementation	Success Criteria
Careers Guidance	External Careers Advisor from Sheffield Futures and internal post to support exploration of life after school.	Students feel confident and secure in their knowledge of next steps after school
Aspirations interventions	Diana Award, Inspiring Youth, Future Shapers (Y11), Member of staff working on Raising Aspirations project with a focus on further education pathways.	Targeted strategies are successful in developing confidence, self-esteem and personal development with students involved.
Tutor Time activities	In the News, British Values	Students are increasingly knowledgeable about social issues and the wider world which aids in developing communication

		and team work skills
Counselling services	Support from a Social Worker, a Counsellor and a Parental Support Worker	Students and parents feel supported in their mental wellbeing.
Employment of Intervention Manager & Support	A member of staff employed to manage behaviour support and a range of aspirations interventions	Identifying specific cohorts and measuring the impact of any interventions.

Year 7 Literacy & Numeracy catch-up premium 2017/18

The Year 7 Literacy & Numeracy catch-up premium 2017/18 was: £10,790. In 2017 the percentage of students who were Not School Ready in Reading was 29% and the percentage who were not school ready in Maths was 22%.

The planned expenditure is as follows:

Strategy	How/ Implementation	Success Criteria
Recruitment of 3 Primary Specialist Teachers to support the teaching of English and Maths at KS3 *	Nurture teaching groups, Departmental team teaching and planning in Y7 Maths and English	Y7 Not School Ready cohort achieve in line with those who are School Ready
Use of English and Reading Intervention programmes *	A number of interventions: <u>Lexia</u> – a reading programme aimed at those with low levels of literacy, <u>Rapid Plus</u> – a series of books and software designed for struggling KS3 readers, <u>Paired Reading</u> - an in house programme which matches Y7 students with Y12 students, <u>Handwriting</u> – students have a designated lesson to work on hand writing practice.	<u>Lexia</u> Students have improved areas of reading instruction (Phonics, vocabulary, fluency and comprehension) at a sufficient level to return to timetabled lessons. <u>Rapid Plus</u> – students who are capable, progress through to Level 9 on the programme, other students reach individual targets. <u>Paired Reading</u> - Students have increased confidence and fluency in reading. <u>Handwriting</u> – students handwriting improves to a point where they are able to communicate ideas effectively in their lesson books
Numeracy catch up interventions £3,000	Staff working with small groups of Y7 students in addition to maths lessons	Y7 Not School Ready cohort achieve in line with those who are School Ready

Evaluation of Catch Up Strategy

Our transition teachers have taught specific cohorts of Not Secondary Ready students to enable the majority to return to main stream groups for September 2018. The small number that are yet to graduate will continue to work with the transition team receiving specific interventions in both Literacy and Numeracy during Y8. Our KS3 reading intervention programmes continue to be successful, all Rapid Plus students have reached their set targets and 54% of Lexia students have now graduated back into the mainstream English cohort.

Using our improved reading analysis tools, we have been able to identify that there is a significant gap between the reading ages of PP and non PP students in all year groups.