

All Saints Catholic High School



Pupil Premium Report

2018/19

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Reviewed half termly

Key Aims:

1. To reduce in-school progress gaps between disadvantaged cohorts/individuals and their peers, particularly in the areas of progress, reading, behaviour and FTE.
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.

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

1. Summary information				
Academic Year	2018/19	Total PP budget	£307,637	
Total number of pupils	1417	Number of pupils eligible for PP	284	
Attainment of Year 11 (2017/18 cohort)				
		Pupils not eligible for PP	Pupils eligible for PP	Difference
% achieving English and maths Grade C/ Level 4+		75.7	31.7	44.0
% achieving English and maths Grade B/ Level 5+		55.7	17.5	38.2
Progress 8 score average		0.483	-0.266	0.74
Attainment 8 score average		53.62	36.23	17.39

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. A whole school 'closing the vocabulary gap' strategy will be rolled out during the year. 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. A comprehensive aspirations strategy has been developed to work with students to develop clear guidance on potential pathways beyond school.

ATTENDANCE - PP attendance has been lower than non-pupil premium attendance. 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 Behaviour Support Team.

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 are striving for greater parental engagement through a variety of extra parents' evenings and events. Further guidance on how to support pupil progress will be communicated clearly and more often, especially around literacy and numeracy revision skills.

KS3

A proactive approach to interventions at the start of KS3 should allow us to close gaps earlier. A newly appointed Progress Leader for KS3 will have an overview of these strategies to ensure a closer monitoring process occurs. A successful strategy of early intervention in English last year has been replicated for Mathematics this year.

Specific actions to close gaps	Person(s) responsible	Resources	Key review dates
NSR – Year 8 mathematics Students identified by CN using baseline assessment. Prep learning	Monitor BXR Lead CN Deliver HY/MRA	Two hours a week	Termly update of progress and graduation /reintegration.
NSR – Year 7 English NSR groups identified by SATs scores. Runs alongside other groups and students can graduate out	Monitor BXR Lead DY Deliver HY/MRA	3.5 hours a week	Termly update of progress and graduation /reintegration.
Planning for Options PP students to meet with PP champion/mentor about choosing GCSE subjects	Monitor - CY Deliver – CKS and SBS	PP Champions 2 hours over term	Meetings to take place prior to Options Evening
Reading Interventions Ongoing from last year – transfer details from this year’s PP report	Monitor – DY Deliver – HH, JR, LC	Reading programmes Extra books Staffing Time	Termly update of progress and graduation /reintegration.

Evaluation of KS3 Strategies

During 2018/19, our transition teachers have taught specific cohorts of Not Secondary Ready students to enable the majority to return to main stream groups for September 2019. 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, with significant improvements made to reading ages.

This early intervention strategy should be used across key stages to help close the significant gap between the reading ages of PP and non PP students. ‘Closing the Vocabulary Gap’ strategy is being shared and will be embedded as the key whole school teaching and learning strategy for next year.

KS4

As our strategy of early intervention rolls out over the next 3 years we are aware that some students will need to receive targeted interventions in KS4 to address the gaps that currently remain. Alongside interventions there is a newly appointed KS4 Progress Lead who will evaluate the impact of interventions and increase the focus on aspiration and pathway guidance. In the past our strategy was predominantly focussed on Y11, so the KS4 Progress Lead will now monitor progress from Y9 onwards so that interventions are more timely.

Specific actions to close gaps	Person(s) responsible	Resources	Key review dates
Extra English Y9 -11 from non MFL Option	JCL to organise English staff to deliver timetabled lessons. CY/ HM to monitor group progress	1hr x 11 staff	Termly update on progress and attendance.
Intervention English Y11 (out of school hours)	SHW/ CY to coordinate groupings. English staff to deliver lessons after Christmas	1hr x 2 staff	Half termly updates on attendance and progress.
Extra Maths Y9 non MFL Option R – 1.5 hrs Y11 non MFL – 1.5 hr Additional qualification for HPA cohort	PWN to organise maths staff to deliver timetabled lessons. PWN to monitor group progress.	1.5hrs x 3 staff 1h x 1 staff	Termly update on progress and attendance.
Intervention Maths Y11 (out of school hours)	PWN to organise and monitor Maths staff to deliver timetabled lessons.	1h x 3 staff	Termly update on progress and attendance.
Form Time Interventions Various subject interventions in replacement of mentoring	SHW to organise staff to deliver intervention sessions. SHW to arrange registers. SHW to monitor.	1.5h x 2 staff	Termly update on progress and attendance.
SLT parental links Y11 Parents' Meetings x3 (Underperforming PP students to meet with SLT)	SHW to organise meetings data. 3 meetings take place across the year. SHW to monitor.	1.5 x 10 staff	Termly update
After school study Y10 and 11 students have an optional study lesson after school to support their independent learning.	CKS to organise staffing. Staff volunteer their time after school. CKS to offer to students.	1h x 3 staff	Termly attendance update
How to revise All Y11 students attend 20min session in form time. PP students attend additional sessions	SHW and CKS to organise and deliver sessions.	5h x 2 staff	Attendance update following sessions. Monitor cycle data for targeted students.

Evaluation of KS4 Strategies

The Progress 8 gap narrowed between PP and Non PP in comparison to the previous year, but not significantly. We want to further increase the tracking of subject interventions to ensure all subjects engage with the strategy. The key driver will be improving attendance and aspirations with next year's cohort to impact significantly on academic progress. Additional literacy interventions will be embedded at the start of KS4 to close reading age gaps.

Aspirations Work

A comprehensive aspirations strategy has been developed to work with students to develop clear guidance on potential pathways beyond school.

Specific actions to close gaps	Person(s) responsible	Resources	Key review dates
Y11 Careers meeting with PHR UCAS progress support	Lead PHR SHW to monitor	30hrs	Each HT
Y10/11 Careers Fair Industries and Career ideas for post 18	Lead PHR and SHW SHW to monitor	Day off timetable SH1	UCAS progress review
Y9 Preparing for Success How to support with GCSE pressure, revision, literacy etc.	Lead SHW/ CKS/HR	Form periods 6h	Staff and student voice after event
Year 8 Exciting Industries 15 November Careers day – two lessons and a careers fair. Links academic qualifications to career aspirations	Lead – BXR Deliver – PHR Monitor – CY	Day off timetable Time 20 hrs	Staff and student voice after event
Year 7 Parents Information evening School life preparing for life beyond school starts now.	Lead – BXR Deliver – SSLs, DY, CN	PHR time Directed time	Staff and student voice after event
Meet a professional Lunch time – areas of employment identified by pupils. PP students invited in directly.	Lead- PHR/ BSN Deliver – outside agencies Monitor – SL, BXR and SHW	PHR/ BSN time	Staff and student voice after event

Evaluation of Aspirations Work

KS3 and 4 Progress Assistant Headteachers have supported the Careers Lead to focus on raising the aspirations of students in each year group. Strategies included; Exciting Industries with Y8 and Preparing for Success with Y9 parents and students. An improved tracking system has been developed for September 2019 so that we can monitor and improve PP engagement with these opportunities

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

- We continue to support a number of students to attend retreats at Savio House as part of their spiritual enrichment and theatre visits to increase cultural capital
- A group of Y7 students who would otherwise not have had a holiday attended Phoenix Activity Camp during the summer
- A number of students across the key stages gained a Fishing qualification with the Fishing for School initiative

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

Behaviour for Learning and Fixed Term Exclusions

A series of revised strategies aimed at reducing interventions both in and outside of the classroom as well as preventing escalations that lead to Fixed Term Exclusions

Specific actions to close gaps	Person(s) responsible	Resources	Key review dates
Repair and Build Meetings for breakdowns in relationships between student / student or student / teacher to reduce the risk of exclusion and to improve progress	E Connor to Lead and Deliver D Stokes to monitor with student team fortnightly	1 day per week	Review each half term
SIMS tracking Students with issues outside of school to be highlighted on SIMS. Further info to be shared with tutors.	A Weir to Lead S Saqib to Deliver D Stokes to Monitor	Set up 2 days ½ day per half term for monitoring	Review each half term
Educational Research Line of enquiry to investigate appropriate interventions to benefit PP students	CKS / SBS to Lead and Deliver D Stokes to Monitor	18 hours CPD time	Review termly
Parents' Evenings HPL to contact all non-attenders and provide progress update. PP parents/carers to be invited into school	HPL to Lead and Deliver Progress Team to Monitor	½ day per half term	After each parents' evening

Attendance

The attendance team have developed more rigorous tracking and response methods to have a great focus on PP v non PP data. A number of new interventions have been added to the strategy which will be evaluated for impact throughout the year.

Specific actions to close gaps	Person(s) responsible	Resources	Key review dates
Breakfast club Create a 'safe' space for students to complete homework, eat breakfast, try new foods, engage in current affairs	Lead – PP champions Monitor – WB/CY Deliver – volunteer staff	TV licence bought Breakfast foods	Half termly attendance and BFL review
Attendance Buddies Assigning staff to the most vulnerable attenders (85%-95%) in each year group as a 'friend'	Lead – PP champions Monitor – WB/CY Deliver – volunteer staff	Staff costs 2 hours a week	Attendance reports
SLT meetings with parents Meetings with parents of low attenders agreed action plan to put in place.	Lead – WE Monitor – WB/CY Deliver – SLT	Staff costs as meetings arise	Half termly attendance and BFL review

Keeping in touch 3rd day contact with all PP students who are ill	Lead – WE Monitor – WB/CY Deliver – PJ/SF	Staff costs - 1 hours per week	Half termly attendance and BFL review
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Evaluation of Behaviour for Learning, Fixed Term Exclusions and Attendance

A variety of additional interventions and strategies were trialled this year but monitoring of this has been challenging. The improved tracking system (September 2019) should enable tighter monitoring so that a specific focus is on closing the gaps between PP and Non PP around attendance and BfL. More allocated funding and greater responsibility will be given to the Pastoral Team from September 2019 to track and develop effective interventions.