

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	St. Wilfrid's Catholic School				
Academic Year	2019-20	Total PP budget	£134,363	Date of most recent PP Review	Sep 2019
Total number of pupils	768	Number of pupils eligible for PP	114	Date for next internal review of this strategy	Sep 2020
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average			-0.05		
Attainment 8 score average			3.8		
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Literacy skills including the ability to understand increasingly complex instructions				
B.	Limited aspiration leading to poor self-motivation				
C.	Organisational and memory skills leading to homework and equipment issues				
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>					
D.	Low attendance, including parental engagement				
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>				Success criteria	
A.	Students able to engage with increasingly higher levels of questioning in preparation for examinations			Attainment and Progress grades show improvement. Reading age testing shows accelerated improvement. Improved 'Making Progress' grades in Progress Reports	

<b>B.</b>	Students are increasingly self-motivated with high expectations of themselves	Improved Attitude to Learning grades in Progress reports and a reduction in behaviour logs for Unsatisfactory Work. High standards of presentation in book scrutinies
<b>C.</b>	Students become more independent and are able to access subject specific work	Reduction in 'No Homework' and 'No Equipment' behaviour logs. Analysis of 'Show my Homework' show all students are engaged. Improved 'Homework' grades in Progress Reports
<b>D.</b>	Strong working relationship between the school and parents	95% Attendance or better for all students. Increased attendance at parents events.

## 5. Planned expenditure

### Academic year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Curriculum Design: Adjustment to the design of the whole school curriculum structure to enable smaller class sizes and easier progression within ability sets in core subjects (aspiration). (A, C)	This is intended to deliver increased levels of progress through increased contact and content time. Opportunities for ensuring students are in the correct set will see greater engagement in learning and so improved levels of progress.	EEF Toolkit – Reducing class size +3 This will enable a greater number of lessons in the core subjects and facilitate the delivery of the core curriculum GCSE offer to begin in the September of Year 9	This will be implemented in the timetable design where subject leaders will have a strategic view of which teachers teach which classes. Its impact will be monitored through data tracking of progress, attendance and Attitude to Learning in Disadvantaged group.	RMA	This will be reviewed in Spring 2020 in preparation for the new timetable design for 2020-21
Embed online Homework Software* (B, C, D)	To improve organisational skills and engagement with homework	EEF Toolkit – Homework - +5 Improved systems for the setting and tracking of homework, both in terms of homework completion, but also the quality of homework being set. This is to embed the new 'Show My Homework' software	Regular monitoring of the amounts and types of homework being set through the website analysis tools	DDE	July 2020
Embed Marking and Feedback Policy* (B, C)	Students engage with their individual progress development, increasing self-motivation and ability to review and improve key elements of their work.	EEF Toolkit – Feedback - +8 Students will be given detailed feedback on how they personally need to develop and given the opportunity to engage in dialogue	Learning Walks and book scrutinies as part of the L&T monitoring programme carried out by senior and middle leaders.	MLE	July 2020

Reading and Literacy Initiative (A, B)	All students in KS3 develop reading skills through a carefully designed reading programme which is given curriculum time.	EEF Toolkit – Reading strategies - +6 Lessons contain an increased focus upon literacy development in subject specific context. This will look to narrow the gap between those with PP and those without in Literacy in Year 7, 8 and 9; and to increase the Reading age closer to their actual age  EEF Toolkit – Peer tutoring - +5 6 <sup>th</sup> form students trained to be reading mentors for identified KS3 students	Reading curriculum designed by the reading co-ordinator will be monitored. Subject specific Literacy resources developed in all subjects and monitored through line management. Reading age testing completed by SENDCo	KJO	Spring 2020 to review in time for 2020-21 curriculum design
'Growth mindset' and metacognition skills initiative. (B, C)	Lessons and teaching in general will focus upon students learning how to become more responsible for their own development.	EEF Toolkit – Metacognition - +7 Students will develop strategies to support their independence and challenge their self-regulation and development in specific tasks.	Lesson observations and student feedback will indicate it's implementation in the curriculum	MKE	July 2020 when looking to develop INSET programme for 2020-21
<b>Total budgeted cost</b>					£64,500

## ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Targeted Support Staffing (A, B, C)	Rapid increase in the development of key skills, particularly where there is low prior attainment at KS2	EEF Toolkit – Small group tuition - +4 To increase the capacity for supporting small group work in literacy and numeracy. This will also include behaviour management, SEN and inclusion specialists. This includes specific support for Yr 7 Catch-up Students	SENDCo and subject leaders for English and Maths deliver a programme of intervention, staffed by specialists as much as possible to support rapid development. This is overseen by the curriculum design to ensure maximum effectiveness.	RMA	Spring 2020 in readiness for the design of the 2020-21 curriculum model

Bespoke targeted intervention for KS4 PP Students (A, B, C)	Identified engage with a targeted intervention scheme to develop independent learning skills and revision skills (A, B, C)	EEF Toolkit – Small group tuition - +4; 1-1 tuition +4; individualised instruction +3 Specific and individualised intervention for Disadvantaged students	Attendance to sessions and engagement co-ordinated and monitored by Disadvantaged lead.	MKE	May 2020 following departure of Yr 11.
Mentoring Programme* (B, C)	Students on the programme have a positive P8 score	This initiative is a mentoring programme aimed at building specific support to students in Yr 11 based on need on a wider subject level; monitored by SLT and YL. This is an adaptation of last year's pilot project. Changes have been implemented to improve impact	Attendance to sessions and engagement co-ordinated and monitored by Disadvantaged lead.	MKE	May 2020 following departure of Yr 11.
Core Pastoral Team* (D)	High level of shared knowledge of Disadvantaged students, successful interventions and shared good practice	Core Team to track student progress in detail and evaluate the impact of specific interventions	Regular meetings led by Disadvantaged Lead and DH when individual needs of students are discussed and issues raised.	MKE / RMA	July 2020
Individual financial support (clubs / trips / uniform / sports / arts) (B, D)	Increased attendance and engagement in subject activities.	EEF Toolkit – Various strategies Financial barriers to engagement removed through case by case response to need relating to uniform, equipment, trips and other subject specific needs.	All interventions tracked and monitored by Disadvantaged Lead and Year leaders	RMA / JLA / MKE	Half termly review of spending
<b>Total budgeted cost</b>					<b>£54,363</b>

### iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Alternative Learning Provision (where all other strategies have been exhausted)	Students able to make progress in suitable facility	To enable commissioning of Alternative Provision for PP students as required	Regular feedback from other centre	CFR	July 2020
External Support Organisations*	Student specific interventions will increase	To enable external speakers and organisations to visit the school and work with KS4 and 5 to raise personal	Use of previously successful organisations, monitored by	MKE/RGR/CFR	July 2020

	attendance and progress in their identified areas.	aspirations and train students in how to challenge themselves to meet their potential	Disadvantaged Lead AH Pastoral and Year leaders		
External Services*	Outcomes will be student specific	Bespoke external support when required for specific issues such as Ed Psych, Nurse, Counselling	Individual students monitored by Inclusion Manager, SENCO, Year Leaders and SLT as appropriate.	MKE/RGR	July 2020
Raising Aspirations and Careers Support*	Disadvantaged students will engage with higher education and will be in a position to apply to appropriate courses.	A number of specific and directed activities, such as University opportunities, careers support, external organisations such as Villier's Park, and individual and small group work will look to challenge identified students to aspire to appropriate further education.	Following up on students' intentions and support for applications process, both to 6 <sup>th</sup> form/ college and university	MKE / RGR / KMC	July 2020
<b>Total budgeted cost</b>					<b>£15,500</b>

\* Actions may also form part of a 6<sup>th</sup> Form approach

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	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
ii. Targeted support				

Action	Intended outcome	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

**iii. Other approaches**

Action	Intended outcome	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

## 7. Additional detail





