

## **Pupil Premium Strategy Statement: St John Fisher Catholic High School**

### **1. Summary Information**

	<b>2017-18</b>	<b>2016-17</b>
PP Budget	£67,802	£77,393
Total number of pupils (year 7 -11)	1109	1076
Number of pupils eligible for pp funding	84	85
Date of external review	TBC	February 2017 – Marc Rowland from EEF

### **2. Attainment**

	<b>Forecast 2018</b>	<b>2017</b>	<b>2016</b>
Basics measure 4+		PP 64% Non-PP 82%	PP 83% Non-PP 83%
Basics measure 5+	PP 61.9% Non-PP 66.9%	PP 55% Non-PP 66.9%	PP 74% Non-PP 80%
% achieving Ebacc	PP 71.4% Non-PP 68.5%	PP 45% Non-PP 52%	PP 30% Non-PP 53%
Progress 8 Score Average	PP +0.03 Non-PP +0.26	PP +0.06 Non-PP +0.54	PP +0.1 Non-PP +0.1
Attainment 8 Score Average	PP 52.7 Non-PP 55.3	PP 47.2 Non-PP 56.7	

### **3. Barriers Identified to Future Attainment**

#### **In school barriers**

- a. Attendance
- b. Availability of Ebacc
- c. Communication and training of staff

#### **External barriers**

- a. Engagement of parents

## Key Aims for 2017-18

- **Improve attendance of disadvantage students**
- **Increased access to Ebacc for disadvantaged students**
- **Improved pastoral support for disadvantaged students**
- **Improved communication systems and training for staff**
- **Focussed intervention in maths and English at Ks3**
- **Continue improving the skills sets of Teaching Assistants**
- **Improve involvement of disadvantaged students in the wider life of the school to improve ‘cultural capital’**

## **Planned expenditure 2017-18**

<b>Desired outcome</b>	<b>Chosen action</b>	<b>Rationale for choice</b>	<b>Success Criteria</b>	<b>Staff Lead</b>
Improved attendance of disadvantaged students	Monitor disadvantaged attendance Intervention with any student with attendance of less than 90%.	Previous data showed clear link between attendance and outcomes for disadvantaged students	All disadvantaged students have attendance of 90% or more	Mr P Stansfield Miss H Gregg
Increased access to Ebacc for disadvantaged students	Increase the uptake of humanities and language at year 8 options	Students not getting the Ebacc measure is largely due to options choices rather than outcomes.	By 2020 disadvantaged students have equal access to Ebacc (in line with non-disadvantaged students and to meet government of 75% by 2022)	Mr J Sharpe Miss H Gregg
Improved pastoral support for disadvantaged students	More disadvantaged students have access to a pupil premium champion mentor	34 disadvantaged students had access to mentoring last year. Pupil voice identified increased confidence and a positive impact on attitude	All disadvantaged students who require it have access to mentoring in 2017-18 cycle. Positive pupil voice response at the end of mentoring programme.	Miss H Gregg Miss E Lambden Mrs R Crutchley
Improved communication	Students will complete a ‘barriers to	Staff voice identified that they would like	Staff are more confident in overcoming	Miss H Gregg

systems and training for staff	learning' survey which is available to staff. Regular staff training and updates on working with disadvantaged students.	more information on the disadvantaged students they teach to help them overcome barriers.	barriers to learning for disadvantaged students. Follow up survey with students reveal less barriers to learning	
Focussed intervention in maths and English at Ks3	In year 7 & 8 a specialist teaching assistant has been employed to work with disadvantaged students in small group interventions	In the previous year a specialist in maths increased progress at Ks3 so this has been replicated in English this year	All pupil premium students to be on target by the end of year 8.	Miss H Gregg Mr B Walker Mrs H Wolfram
Continue improving the skills set of TAs	Build on the successful training of TAs to improve their skills set. This year the training will focus upon progression through the key stages.	Last year the TAs received external training as part of the achievement unlocked partnership. They also received internal training from Heads of Department on the new GCSEs	Positive staff voice from TAs Analysis of positive impact from Head of Inclusion	Miss H Gregg Mrs V Palma Mrs D Monkman
Improve the involvement of disadvantaged students in the wider life of the school to improve 'cultural capital'	Complete student surveys to identify any students who are not involved in extra-curricular activities Offer these students opportunities to get involved with an extra-curricular activity	An extra-curricular audit showed that some disadvantaged students were not involved in extra-curricular activities beyond whole year group trips and visits	All disadvantaged students are involved in at least one extra-curricular activity	Miss H Gregg

## Review of spending from previous academic year

Desired Outcome	Chosen action	Estimated Impact	Lessons Learned	Cost
Increasing engagement and 'cultural capital' through funding extra-curricular trips	Full funding given to trips that are essential to the curriculum or that all students are expected to go on Partial funding for trips linked to the curriculum such as History trip to the Great War Battlefields in Belgium and France	A number of students were able to go on foreign study trips that would not have been the case if they hadn't received funding Students able to go to cultural events such as Theatre trips that would not have been the case without funding.	Make sure those running the trip are fully aware of the policy and communicate it to parents and students.	<b>£3115</b>
Support access to the curriculum for PP students	Payment for equipment such as calculators, ingredients for Food Technology, textbooks and revision guides.	Outcomes at KS4 much improved for PP students. Barriers to accessing courses on an equal setting much reduced.	Improve forward planning of ordering ingredients for Food Technology.	<b>£1231</b>
Support the progress of PP students through intervention and Easter School.	Small group support in English and Maths at KS3. Small group support in English, Maths and Science at KS4. Easter school offered free revision to Year 11 students in English, Maths, Science, RE and support for Art candidates.	PP students achieved English and Maths at a C or above in 2016. 64% of PP students achieved 5 GCSE passes at C or above, PP students had a positive P8 score.	Marc Rowland identified the need to focus on the skills that needed to improve rather than a grade or level as the reason for intervention.	<b>£8797</b>
Support for PP plus students at request of family	Purchase of laptops, stationery, a desk	Allowed the students to complete	Speak to virtual school if any doubts arise	<b>£2362</b>

	uniform and school equipment, travel and personal equipment.	homework tasks more easily and to be able to participate in school life.	about the suitability of a request	
Support smaller class sizes, allow specialist intervention, employ Teaching assistants, employ a family support worker.	Give specialist academic and pastoral support to those with the greatest need.	Helped monitor attendance much better, intervention has boosted outcomes at KS3 and 4.	Continue training of Teaching Assistants.	<b>£61888</b>