

Pupil Premium strategy statement : St John Fisher Catholic High School Harrogate

1. Summary Information

Academic Year 2016/17	Total PP budget 2015-16 £87,216 2016-17 £77,393	Date of most recent PP review – ongoing as part of Achievement Unlocked work with NYCC and Marc Rowland
Total Number of Pupils 1452 in Years 7-13 1076 in Years 7-11	Number of pupils eligible for PP 2015-16 106 2016-2017 85	Next visit by Marc Rowland to review strategy – February 2017

2. Current attainment

	Pupils eligible for PP at SJFCHS	Pupils not eligible for PP at SJFCHS
% achieving English and Maths at C grade or above	83% (Up from 59% in 2015)	83%
% achieving 5A*-C including English and Maths	74% (up from 47% in 2015)	80%
% achieving the EBACC	30%	53%
Progress 8 score average	Plus 0.1	Plus 0.1
Attainment 8 score average	51.8	55.8

3. Barriers to future attainment

In school barriers

A. Behaviour and attendance of a small number of Year 10 and 11 boys
B. The number of PP students eligible for EBACC measure
C. Ensuring support given in intervention is based on support of area that needs to improve rather than simply because the child is a PP student

External barriers

D. Attendance of parents of PP students at support evenings. For example in Year 11 only six of seventeen student’s parents attended the support evenings for how to help their children in Year 11. Transport costs were potentially an issue as our students come from a wide range of areas.
--

Outcomes

	Desired outcome and how it will be measured	Success criteria
A	Increased access to EBACC subjects for PP students	Higher uptake from Year 8 Options specifically in Humanities and Languages
B	Attendance of PP students is increased	Increase from 89% to over 90%
C	Greater access to support for PP students beyond academic intervention	Most if not all PP students have a point of contact either teaching or Year 11 'mentor' to raise concerns with

Planned expenditure for 2016-17

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 this be reviewed?
Improved support for Year 7 students coming in below '100' for English and/or Maths	Accelerated Reader programme for English. Small group withdrawal in the Autumn Term for English. Support from trained specialist TA in Maths. Setting in both subjects.	Accelerated reader programme will help improve literacy and is a scheme the English Department use confidently and will help supplement their understanding of reading scores in KS2 SATS. Small group withdrawal will	Monitoring of reporting data. Careful management by BW and CK of staff working with the normal class teacher. Review setting throughout the Year.	Chris Kilby and Ben Walker	January/ February 2017
Improved skill set of Teaching Assistants	Training from Heads of Department External CPD as part of Achievement Unlocked project with NYCC	Use of Teaching Assistants identified as 'low impact; by toolkit, therefore improving their skills should address this.	Feedback from Teaching Assistant's after training. Performance management of Teaching Assistants	Colette Woolnough and Dawn Monkman	July 2017
Support for disadvantaged students with equipment required to access the	Application for funding form available to students and	Evidence from previous years students falling behind particularly	Outcomes of these students as shown at reporting points and final outcomes	Jon Sharpe and Heads of Department	Reporting points and final outcomes

curriculum on an equal footing. Fully funding any school trips essential to the curriculum for example Geography fieldwork.	Heads of Department to be agreed by Assistant Head	in practical subjects such as Art and Food Technology due to cost of materials.			
Pastoral/mentoring support for PP students	Staff and Year 11 mentors/pupil progress champions to act as point of contact for PP students.	To ensure the focus isn't entirely on Key Stage 4. To ensure students voice is heard in allocation of funding.	Engagement of PP students checked half-termly for those working with teachers and weekly for those working with Year 11 peer listeners.	Jon Sharpe	Peer listener logs to be filled out weekly. PPC's to be contacted at least half ternly.
Specialised provision for Year 10 and 11 boys who have had behavioural issues.	Work experience and a college course organised for Year 11 student Work experience weekly organised for Year 10 student	To engage the two students more and ensure they have better incentives to behave in school	Negative points/detentions/ on call incidents. Reports from placements of engagement and behaviour.	Paul Stansfield Collette Woolnough /Dawn Monkman	Ongoing depending on students engagement with work experience and college
Incorporation of metacognition into Year 7 and 9 English	Head of English and Head of Year trained in metacognition as part of Achievement Unlocked. Cascaded to English staff and delivered in English lessons	Toolkit shows impact of metacognition and resilience.		Hayley Gregg	Ongoing -
Easter School for Year 11	Pupil premium students have access to a free two day revision timetable in school focussed on English, Maths and Science.	Improved results in 2016 partly due to greater PP attendance at the Easter School	GCSE outcomes	Jon Sharpe	March 2017

Review of expenditure in the previous academic year

Desired outcome	Chosen action	Estimated impact	Lessons learned	Cost
Support the transition of Year 6 PP students into Year 7	Summer School in August/September 2015	Students and parents enjoyed the summer school. Students presented their work to parents at the end of the week so the parents felt comfortable at SJF as well. Not all those eligible attended.	Plan more carefully what is on for each day. Ensure staff are available across a wider range of subjects. Inform Primary School earlier of our intentions if we run it again.	£2,650
Supporting pupil premium student's engagement with school 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.	£1,918
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.	£2,867.43
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.	83% of PP students achieved English and Maths at a C or above in 2016. 74% 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. Ensure plenty of prior notice about Easter School and consider covering transport costs as no school buses run, to allow greater	£5,808.38

			attendance by PP students.	
Support for PP plus students at request of family	Purchase of two laptops	Allowed the students to complete homework tasks more easily.	Speak to virtual school if any doubts arise about the suitability of a request	£666.65
Improve student attendance	Support transport costs	Ensured a student was able to attend school.	Encourage and support families to claim support they are entitled to.	£784.30
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.	Improve training of Teaching Assistants.	The remaining funding