

Title: Pupil Premium Strategy Statement

Designated Teacher: H. Gregg

Review Date: September 2019

“Educating for Life”



Rationale:

St John Fisher is committed to raising outcomes for pupil premium students. At St John Fisher we promote an ethos of high expectations for all students and do not stereotype students in receipt of the pupil premium as being a group with less potential to succeed. 7% of students at the school are in receipt of pupil premium and we have an individualised approach to supporting these students throughout all key stages. Our main focus is first and foremost on high-quality teaching within the classroom and we provide training for all our staff each year on research-based strategies that are proven to work particularly well for ‘disadvantaged’ students. We also develop our support staff such as TAs, pupil progress champions and mentors to support these students both within and outside of the classroom. We also ensure that the focus is upon outcomes for individual students and we make our strategic decisions by tracking progress based upon data using the school assessment points. In addition to this, each student in receipt of pupil premium completes a survey at 2 points in the academic year to identify any personal needs for the next academic year.

1. Summary Information

	2018-19 (projected)	2017-2018	2016-2017
PP Budget	£72,120	£69068	£67,802
Total number of pupils (year 7 -11)	1112	1111	1109
Number of pupils eligible for pp funding	94	78	84

2. Attainment at GCSE

Measure	2018	2017	2016
Basics measure 4+	St John Fisher Disadvantaged: 71% Non-Disadvantaged: 83% National Disadvantaged: 44.5% Non-Disadvantaged: 71.5%	St John Fisher Disadvantaged 64% Non-Disadvantaged 82%	St John Fisher Disadvantaged 83% Non-Disadvantaged 83%
Basics measure 5+	St John Fisher Disadvantaged: 57% Non-Disadvantaged: 62% National Disadvantaged: 24.9% Non-Disadvantaged: 50.1%	St John Fisher Disadvantaged 55% Non-Disadvantaged 66.9%	St John Fisher Disadvantaged 74% Non-Disadvantaged 80%
% achieving Ebacc (4+)	St John Fisher Disadvantaged: 43% Non-Disadvantaged: 56% National Disadvantaged: 12.1% Non-Disadvantaged: 28.5%	St John Fisher Disadvantaged 45% Non-Disadvantaged 52%	St John Fisher Disadvantaged 30% Non-Disadvantaged 53%
Progress 8 Score Average	St John Fisher Disadvantaged: -0.05 Non-Disadvantaged +0.62 National Disadvantaged: -0.44 Non-Disadvantaged: +0.13	St John Fisher Disadvantaged +0.06 Non-Disadvantaged +0.54	St John Fisher Disadvantaged +0.1 Non-Disadvantaged +0.1
Attainment 8 Score Average	St John Fisher Disadvantaged 51.03 Non-Disadvantaged 52.49 National Disadvantaged: 36.7 Non-Disadvantaged: 50.1	St John Fisher Disadvantaged 47.2 Non-Disadvantaged 56.7	N/A

3. 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.	£3680.50
Increasing engagement and 'cultural capital' through music lessons	All students are encouraged to take up a musical instrument and we fully fund 20 minute group lessons for any student or provide a subsidy for individual or 30 minute lessons	9 students took up the option for either fully funded group lessons or subsidies towards individual lessons	Try to identify students earlier in Ks3 to increase enthusiasm for take up	£1680
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.	£3799.92
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	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.	£625.48

	in English, Maths, Science, RE and support for Art candidates.			
Study Skills support lessons	Year 11 students were invited to study skills support lessons where they were taught revision skills and provided with materials to aid revision	These took place before the mock and real exams and ensured that students were supported in their revision. Student evaluations of the sessions were highly positive.	Provide these before year 10 mocks and Ks3 end of year exams.	£64.98
Transport	Students were given access to transport to travel from interventions	It enabled students to attend who otherwise could not have.	Ensure parents are aware of this.	£43.40
Support smaller class sizes, allow specialist intervention, employ Teaching assistants, employ a family support worker.	Gave 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.	£59173.72

4. Barriers Identified to Future Attainment

In school barriers

- a. Attendance
- b. Improving information and communication about disadvantaged students
- c. Training of staff in best practice

External barriers

- d. Engagement of parents

Key Aims for 2018-19

- Improve attendance of disadvantage 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'

Next External Review to take place in Spring Term. Specific date TBC February 2019

5. Planned expenditure 2018-19

Desired outcome	Chosen action	Rationale for choice	Success Criteria	Staff Lead
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	Average attendance above 95%	Mr P Stansfield Mrs E Crichton 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	28 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 2018-19 cycle. Positive pupil voice response at the end of mentoring programme.	Miss H Gregg Mrs E Crichton Mrs R Crutchley
Improved communication systems and training for staff	Students will complete a 'barriers to learning' survey which is available to staff. Regular staff training and updates on working with disadvantaged students. Pupil barriers documents to be created for underachieving students.	Staff voice identified that they would like more information on the disadvantaged students they teach to help them overcome barriers.	Staff are more confident in overcoming barriers to learning for disadvantaged students. Follow up survey with students reveal less barriers to learning	Miss H Gregg
Focussed intervention in	In year 7 & 8 a specialist teaching assistant has been	In the previous year a specialist in maths increased	All pupil premium students to be on	Miss H Gregg Mr B Walker

maths and English at Ks3	employed to work with disadvantaged students in small group interventions	progress at Ks3 so this has been replicated in English this year	target by the end of year 8.	Miss L Beecroft
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 training focused on supporting PP students at Ks4. This year will focus on Ks3 and transition. Particularly in English and Maths	Positive staff voice from TAs Analysis of positive impact from Head of Inclusion	Miss H Gregg Mrs V Palma
Peer tutoring across subjects and key stages	Sixth form tutoring in KS3 English and KS4 Science	This has been effective in pilot trials in 2017. EEF evidence suggests potential gains of +5 months	Outcomes for selected students improve	Miss H Gregg Mr R Tanner-Smith Miss L Beecroft
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 each year	Miss H Gregg
Raise aspirations for PP students	Day visit to Leeds University in the summer term for years 7-10 to enable students to experience university, to provide guidance on Higher education	Many students had not previously considered university as they have not had an immediate member of the family attend and pupil voice revealed that they are curious to find out more	Student evaluation after the trip shows positive response. More students interested in attending Higher Education.	Miss H Gregg