

St. Julie's Catholic High School – Pupil Premium Strategy 2018-19 and Review 2017-18

St. Julie's Catholic High School - Pupil premium strategy / self- evaluation

1. Summary information					
School	St. Julie's Catholic High School				
Academic Year	2018-19	Total PP budget	£253,385	Date of most recent PP Review	Feb 2018
Total number of pupils	891 (Yr7-11)	Number of pupils eligible for PP	266	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	Pupils eligible for PP 2018 (2017)	Pupils not eligible for PP 2018 (2017)
Progress 8 score average	-0.56 (-0.43)	-0.07 (+0.05)
Attainment 8 score average	36.85 (37.24)	48.01 (50.07)
	National P8 -0.4	
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.	The progress gap has widened between DIS students in Mathematics in comparison to DIS students in English.	
B.	A dip in the progress of DIS students in Ebacc qualifications and Open element – accessibility to some of the extended topics	
C.	The progress gap between DIS students at St. Julie’s and the national All and national DIS has widened	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Regular attendance of DIS students to school – high PA rates for DIS students	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	The Progress 8 gap diminishes between DIS and Non DIS in Mathematics.	Progress 8 score achieves broadly in line with national for DIS students in Mathematics.
B.	Improved progress of DIS students in Ebacc and Open element qualifications.	Progress 8 score achieves broadly in line with national for Ebacc and Open element qualifications.

C.	DIS students achieve broadly in line with national and the gap reduces against Non-DIS students.	Progress 8 score achieves broadly in line with national for DIS students and the difference between DIS and NON-DIS diminishes by less than half a grade.
D.	Improved attendance of DIS students and a reduced number PA/DIS students	The gap is reduced by at least 2% between DIS and NON-DIS students.

5. Planned expenditure					
Academic year		2018-19			
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?
Redeployment of staff. Consistent approaches to learning, teaching and intervention programmes. Closer monitoring of work. Effective and timely use of data. Greater scrutiny of quality assurance and assessment procedures.	The Progress 8 gap diminishes between DIS and Non DIS in Mathematics.	Embed the Common lesson format. Use of F.I.R.S.T – First marked, Identified, Relentlessly challenged, Seated strategically and Targeted intervention. Research based approach to learning. Standardisation and moderation during collaborative planning and subject networks. Work with the LA and other external providers.	Seek support from other schools LA support and 4-5 project work Analysis from progress tests Standardised assessments Question Level Analysis to support early intervention programmes. Development of Low Stakes assessments across each class to further develop numeracy skills and mathematical understanding Quality assurance procedures Surveys – staff and student voice. Lesson observations and typicality of teaching over time. Current progress	LT CLs ACLs PLs	Sept 2018 Sept 2018 Oct 2018 Oct 2018 Oct 2018 Oct 2018 Nov 2018 Nov 2018 Ongoing

Staff training to support the meta-cognitive development of students. Use of A-B-C's to capture learning and thinking skills. Redeployment of staff to support intervention within the classroom.	Improved progress of DIS students in Ebacc and Open element qualifications.	Development of Bloom's Taxonomy and higher order questioning skills. Assessment INSET to support validity and reliability of data. Departmental trackers for DIS students – ongoing RAP and Data Points to reflect progress and support early-intervention programmes.	Learning walks Leadership walks Peer observations. PM lesson observations Work sampling Standardised action plans for areas requiring development. Quality assurance evidence Ongoing staff training to embed the pedagogy of learning and teaching across the whole school. Consistency of approach Collaboration between departments. Student, staff and parent voice.	LT CLs ACLs PLs SPL	Sept 2018 Sept 2018 Oct 2018 Nov to Feb Oct 2018 Oct 2018 Half-termly Half-termly Ongoing Ongoing
Aspirational targets Bespoke in-class support Departmental strategic approach to supporting DIS students. Effective use of data to support early-intervention programmes.	DIS students achieve broadly in line with national and the gap reduces against Non-DIS students.	With the support of training and the local authority - specific areas of development identified. This programme of support is currently being rolled out across the school, with a range of intervention programmes in place. Other departmental reviews continue. Mentoring programme and bespoke intervention programmes across all departments. Impact of DIS students in the overall P8 measure.	Staff training Peer observations Learning walks Leadership walks Quality assurance plans – work sampling of targeted areas RAP – intervention programmes Robust performance management targets for teaching and support staff in line with the Teachers'/Support Staff Standards.	LT CLs ACLs PLs SPL	Sept 2018 Oct 2018 Oct 2018 Oct 2018 Nov 2018 Nov 2018 Nov 2018
Total budgeted cost					£175, 000
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?
Increased number of hours of EWO. Early intervention programme embedded. Attendance action plan. Investment in SIMs. First day response. Targeted communication with parents. Governors Panel.	Improved attendance of DIS students and a reduced number PA/DIS students	To improve whole school attendance and reduce punctuality rates. Reduce the rates of PA students.	Attendance action plan in place Increased EWO hours Attendance Lead. Regular meetings with the PL and Heads' of Lower, Middle and Upper school. Standing agenda item at weekly Leadership and Safeguarding meetings. Same day response and robust attendance strategy in place to support early intervention. Attendance strategy is embedded as custom and practice across the school. Attendance reports sent out every week and discussed via teams across the school. Governors' Attendance Panel Praise and reward systems	DHT Head of Middle School PLs APLs All staff	June 2018 June 2018 Sept 2018 Weekly Daily Weekly Sept 2018 Ongoing Nov 2018 Daily and Weekly
Total budgeted cost					£78, 358

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost

<p>Redeployment of staff. Consistent approaches to learning, teaching and intervention programmes. Closer monitoring, scrutiny of work. Effective and timely use of data.</p>	<p>The Progress 8 gap has diminished between DIS and Non DIS in English and Mathematics</p>	<p>Progress of DIS students improved in English from -0.26 to -0.14 and the progress of DIS students in Mathematics improved from -0.63 to -0.5.</p>	<p>Analysis from progress tests Quality assurance procedures – increased quality assurance of assessment tests Surveys – to further develop staff and student voice Lesson observations and typicality of teaching over time. Current progress</p>	
<p>Staff training to support the meta-cognitive development of students.</p>	<p>The Progress 8 gap between Year 11 DIS and Non DIS is diminished, based against their similar starting points.</p>	<p>Half a grade gap remains between DIS and NON-DIS students. Improved progress of DIS students across KS3 as demonstrated in the GL Assessment external tests against national performance.</p>	<p>To develop peer observation support for new staff. Learning walks Leadership walks Work sampling Standardised action plans for areas requiring development. Quality assurance evidence Ongoing staff training to embed the pedagogy of learning and teaching across the whole school. Consistency of approach Collaboration between departments. Student, staff and parent voice. Departmental trackers for DIS students – ongoing DIS and HPAB working party set-up – sharing of best practice Impact of DIS students' progress in 2017.</p>	

<p>Consistent approaches to quality assurance and typicality of teaching over time.</p> <p>Sharing of best practice via the Middle Leaders forum.</p>	<p>Greater consistency of lesson delivery.</p> <p>Reduction in the variation of quality teaching over time.</p>	<p>A number of qualifications improved their attainment and progress measures in 2018.</p>	<p>Embed assessment and aspirational target setting system to raise the bar.</p> <p>Robust performance management objectives, which are aligned to the Teachers' Standards and specifically focused on DIS students.</p> <p>In-house training throughout the year.</p> <p>RAP – intervention programmes</p> <p>Increased the levels of accountability has addressed the typicality of teaching over time.</p> <p>Changes to the curriculum model</p>	
<p>Effective use of in-class support staff and intervention programmes.</p> <p>Super-curricular – The Brilliant Club</p> <p>DIS working party to share best practice from teaching schools and national case study findings.</p>	<p>Improved rates of progress for DIS/HPAB pupils, in all qualifications.</p>	<p>HPAB DIS students progress improved in comparison to other sub groups.</p>	<p>With the support of training and the LA review this identified specific areas for development. This programme of support is currently being rolled out across the school, with a range of intervention programmes in place.</p> <p>Departmental reviews continue.</p> <p>Mentoring programme and bespoke intervention programmes across all departments.</p> <p>Impact of DIS students in the overall P8 measure.</p> <p>Peer observations</p> <p>Learning walks</p> <p>Leadership walks</p> <p>Quality assurance plans – work sampling of targeted areas</p> <p>Staff training</p> <p>RAP – intervention programmes</p>	
			<p>Cost: £175, 00.00</p>	

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
Increased number of hours of EWO. Early intervention programme embedded. Attendance action plan. Investment in SIMs. First day response. Targeted communication with parents. Governors Panel	Improved attendance of DIS students and a reduced number PA/DIS students	Attendance figures were just below national attendance for 2018. This will remain a key focus for 2018-19.	Change to the Attendance Lead Regular meetings with the PL and Heads' of Lower, Middle and Upper school. Standing agenda item at weekly Leadership and Safeguarding meetings. Same day response and robust attendance strategy in place to support early intervention. Attendance strategy is embedded as custom and practice across the school. Attendance reports sent out every week and discussed via teams across the school.	
Staff training with a focus on learning and teaching throughout the academic year	Improved rates of progress for high and mid attaining DIS pupils in all optional qualifications.	Some Open element qualifications improved their attainment and progress measures.	Whole-school staff INSET on formative and summative assessment as well as development of higher order questioning skills – this area will remain a key focus for 2018-19. In-house training via departmental and collaborative planning time in response to areas of concern following learning walks. Feedback from KIT meetings Leadership walks Feedback from pupils Lesson observations Performance management	
iii. Other approaches				
Action	Intended outcome	Estimated impact:	Lessons learned	Cost

<p>Raising the profile of successful former students. Providing positive role models.</p>	<p>Increased aspirations</p>	<p>98% of students valued the extra-curricular and super-curricular programmes.</p>	<p>Successful evaluations from The Brilliant Club. Increased participation of DIS students in extra-curricular and super-curricular activities. PP coordinator and mentoring leads. Positive evaluations from employability skills programmes, i.e. Unlocking Potential, Skills for Success and Reach for the Future.</p>	
			<p>Cost: £79, 320</p>	