

St. Julie's Catholic High School – Pupil Premium Impact report 2018-19

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

1. Review of expenditure – Impact Report 2018-19				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Action	Intended outcome	Impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
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.	<p>Grade 4+ in Maths (DIS) improved from 36% to 64% (all 53% to 73%)</p> <p>Grade 5+ in Maths (DIS) improved from 21% to 34% (all 35% to 45%)</p> <p>Maths (DIS) P8 improved from -0.6 to -0.25</p> <p>Maths (all) P8 improved from -0.64 to -0.19</p>	<p>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. Common lesson format embedded. Robust quality assurance procedures</p> <p>Use of F.I.R.S.T – First marked, Identified, Relentlessly challenged, Seated strategically and Targeted intervention. This will be developed further during 2019-20.</p> <p>Research based approach to learning. Standardisation and moderation during collaborative planning and subject networks. This supported the upskilling of staff.</p> <p>Work with the LA and other external providers. SLE support from another high performing school.</p> <p>LA support and 4-5 project work – supported targeted carousel workshops</p> <p>Standardised assessments/ weekly walking/talking mocks (Mock Friday!)</p> <p>Sophisticated use of Question Level Analysis to support bespoke early intervention programmes.</p> <p>Development of Low Stakes assessments across each class to further develop numeracy skills and mathematical understanding</p> <p>Surveys – staff and student voice. Consistently good lesson observations and typicality of teaching over time.</p> <p>Peer coaching trio programme introduced to support the development of expert subject knowledge pedagogy.</p>	

<p>Improved progress of DIS students in Ebacc and Open element qualifications.</p>	<p>The Progress 8 gap between Year 11 DIS and Non DIS Ebacc is diminished, based against their similar starting points.</p>	<p>Ebacc P8 (DIS) improved from -0.9 to -0.76. 4+ Science improved from 41% to 54% 5+ Science improved from 14% to 26% Science P8 improved from -0.9 to -0.4</p>	<p>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. Development of a peer observation programme to support new staff. Targeted learning walks Targeted work sampling of DIS students to check for scaffolding and high quality literacy support. Standardised action plans for areas requiring development. Ongoing staff training to embed the pedagogy of learning and teaching across the whole school. Consistency of approach – not evident in some areas. Collaboration between departments. This will be an area of focus this year. Development of departmental trackers for DIS students – ongoing Development of Bloom's Taxonomy and higher order questioning skills. Particularly across KS3. Assessment INSET to support validity and reliability of data. RAP and Data Points to reflect progress and support early-intervention programmes. Successful PM lesson observations More detailed quality assurance procedures required to support areas of development.</p>	
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Improve high quality learning and teaching strategies across the school for DIS students.	DIS students achieve broadly in line with national and the gap reduces against Non-DIS students.	<p>4+ DIS English and Maths improved from 33% to 60%</p> <p>5+ DIS English and Maths improved from 17% to 27%</p> <p>English DIS P8 improved from -0.13 to +0.08</p> <p>Maths DIS P8 improved from -0.6 to -0.25</p> <p>Ebacc DIS P8 improved from -0.9 to -0.7</p>	<p>Embedded assessment structures 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 supported the significant improvements.</p> <p>Rigorous and targeted RAP – intervention programmes</p> <p>Increased levels of accountability has addressed the typicality of teaching over time.</p> <p>Changes to the curriculum model, sequencing and mapping to support breadth and depth.</p> <p>Bespoke in-class support</p> <p>Departmental strategic approach to supporting DIS students.</p> <p>Effective use of data to support early-intervention programmes.</p> <p>With the support of training and the local authority - specific areas of</p>	
			Cost: £190, 00.00	

ii. Targeted support

Action	Intended outcome	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	Improved attendance of DIS students and a reduced number PA/DIS students	<p>DIS and PA attendance improved across the school.</p> <p>In line with national figures.</p> <p>0% NEET</p> <p>Achieved Silver Attendance Quality Mark (October 2019)</p>	<p>Change to the Attendance Lead. Deputy Head KS4/5 took the strategic lead for attendance across the whole school and worked closely with teaching and support staff.</p> <p>Regular meetings with the PL and Heads' of Lower, Middle and Upper school.</p> <p>Improved leadership at every level for attendance.</p> <p>Standing agenda item at weekly Leadership and Safeguarding meetings.</p> <p>Agenda item at Governors which linked in with the Governors Attendance Panel.</p> <p>Same day response and robust attendance strategy in place to support early intervention. Vulnerable group of students identified and priority calls made before 9.15am each day.</p> <p>Attendance strategy is embedded as custom and practice across the school.</p> <p>Attendance reports sent out every week and discussed via teams across the school.</p>	
			Cost: £55, 000	

iii. Other approaches

Action	Intended outcome	Estimated impact:	Lessons learned	Cost
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Raising the profile of successful former students. Providing positive role models.	Increased aspirations	98% of students valued the extra-curricular and super-curricular programmes.	<p>Successful evaluations from The Brilliant Club.</p> <p>Increased participation of DIS students in extra-curricular and super-curricular activities.</p> <p>PP coordinator and mentoring leads.</p> <p>Positive evaluations from employability skills programmes, i.e. Unlocking Potential, Skills for Success and Reach for the Future.</p>	
			Cost: £8,000	