

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Holy Family Catholic School Carlton				
Academic Year	2019/20	Total PP budget	£83105	Date of most recent PP Review	March 2017
Total number of pupils	468	Number of pupils eligible for PP	91	Date for next internal review of this strategy	March 2020
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average (2019)			-1.03	0.13	
Attainment 8 score average (2019)			38.23	50.15	
Grade 5 or above in English and Maths (2019)			42%	50%	
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.	Access to effective home support and challenge				
B.	Gaps in knowledge due to missing lessons				
C.	Lack of enrichment activities to give 'rich' and wider context				
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)					
D.	Low attendance rates				
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)				Success criteria	
A.	Improved outcomes for identified PP students in assertive mentoring programmes (boys/girls) – P8, A8 and 5+ E&M			Improved progress – sept. check to actual validated results (Oct. 2019/Jan 2020)	

B.	Improved outcomes for identified PP students for 'intervention' groups - P8, A8 and 5+ E&M	Improved progress – sept. check to actual validated results (Oct. 2019/Jan 2020)
C.	Enrichment and aspiration for PP students leads to 'buy-in' to resilience in learning and progress over time	Increased numbers of PP students on trips/visits and in targeted enrichment and aspiration programmes. Improved outcomes over time – ATL, behaviour and progress/attainment.
D.	Reduced absence and reduced PA	Absence of PP students reduces, reduced number of PP persistent absentees- SIMs tracking

5. Planned expenditure

Academic year **2019/20**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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?
Memory for learning/Metacognition training for all staff	Improved retention and application of knowledge.	EEF research. Positive impact validated in research.	Programme of training and support, 'Walk and Talks', 'student voice'	DM	December 2020
Questioning training – active questioning and higher order questioning	AFL identifies gaps in understanding, teachers address misconceptions and 'gaps	EEF research. Positive impact validated in research.	Programme of training and support, 'Walk and Talks', 'student voice'	DM	December 2020
Total budgeted cost					£5600

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?
Assertive Mentoring for Y11 students	Students are given focused support on: organisation, activities to complete to a deadline and revision/memory for learning techniques.	Success in 2018/19 – student voice. Initial unvalidated data shows improvements for those groups.	Develop a more structured programme with a 'pack' for students, resources and bespoke content.	SN	Each data collection point – 4 times per year
Maths and English Intervention – smaller group sizes for targeted students and additional 'lessons'	Students will receive more wave one 1:1 and small group support	From AFL – targeted support on key 'gaps' and techniques	Walk and Talks, planning of content is led by analysis of assessment	JW	Each data collection point- three times a year for KS3, 4 for KS4
Total budgeted cost					£36700

iii. Other approaches					
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?
School Based counsellor	PP students have access to support, guidance and mental well-being strategies.	SEMH research.	Ensure identified PP students are targeted for 'specific' support based on analysis of need.	PM	Termly discussion of impact at 'achievement unlocked' meetings for each year group.
Continue additional careers support	Individual careers guidance to provide support to those at risk of becoming NEETs	Research by careers service. Improved NEET figures in past year.	Tracking of attendance at appointments, parental engagement and visits/applications to future destinations.	DD	Termly discussion of impact at 'achievement unlocked' meetings for each year group.
Trips/Visits - enrichment	PP students to have enriched experiences which contribute to aspiration, improved ATL, behaviour and progress.	EEF research Good practice from other schools.	Targeted activities prioritised for PP students. Tracking of participation and engagement.	SN	Termly discussion of impact at 'achievement unlocked' meetings for each year group.
Total budgeted cost					£41300

6. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
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
TAs take an active role in learning in the classroom	Students given appropriate support to aid their progress.	SEND review identified good practice.	'Techniques' need to be ongoing – now trained, this should continue as part of wave one and two.	£4000
Thesan training	Metacognition and growth mindset awareness and implementation in wave one teaching. Parental awareness of techniques.	This can now be delivered 'in-house'. Positive feedback from students, some parents and staff.	Low uptake from parents – need incentives and targeted marketing.	£8500

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
Assertive Mentoring	Students are given focused support to improve ATL and outcomes.	Initial unvalidated data shows improvements for those groups.	Develop a more structured programme with a 'pack' for students, resources and bespoke content.	£2000
Maths and English Intervention – smaller group sizes for targeted students and additional 'lessons'	Students will receive more wave one 1:1 and small group support	Initial unvalidated data shows improvements for those groups.	From AFL – need more targeted support on key gaps and questioning.	£35000
iii. Other approaches				
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
School Counsellor – 10 hours	PP students have access to support, guidance and mental well-being strategies.	Improved attendance, behaviour and ATL for PP students.	More time needed to support increasing numbers of students and issues.	£10000
Implementation of SIMs system	To effectively track and measure impact of strategies on attendance, ATL and behaviour of PP students	Still ongoing – 8 month implementation.	System implemented for Sept 2019 with training for staff.	£10000

Attendance/behaviour officer	To improve communication between home and school for PP students who are PA or at risk of PA and have behaviour and ATL issues.	Attendance improved for targeted PP students and reduction in PP PA students.	For 2019/20 – link to use of SIMs and faster tracking.	£10000
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7. Additional detail

