

**Pupil Premium (and Literacy/Numeracy Catch-Up) Development Plan**

**APRIL 2016 TO APRIL 2017 (updated Sept 16, Oct16)**

Strategy	Barriers to progress	Intervention detail	Resources	Success Criteria
<p><b>1. IMPROVE PROGRESS AND ATTAINMENT IN MATHS</b></p> <p>CW to scrutinise entry data/ AP data to identify students, establish reasons for under-performance and identify whether they need extra Maths tuition or alternative intervention strategies</p>	<p>1.Weak numeracy skills.</p> <p>2.Weak literacy skills increasingly impact on Maths with the increased emphasis on worded problems.</p> <p>3.Attendance</p> <p>4.Lack of persistence and resilience have an increasing impact with the new emphasis on problem solving.</p> <p>5.Underperformance under test conditions</p>	<p>Lynn Clark and under-timetabled Maths teachers to work with small groups for 2-3 months at a time, to address identified topics, build fluency at number work and develop problem solving skills .</p> <p>Class teachers to support students in catching up after an absence.</p> <p>Whole school numeracy initiatives mean increased opportunities for students to develop problem solving skills.</p> <p>Whole school Growth Mindset helps students develop resilience to failure.</p> <p>Registration interventions Invite 6<sup>th</sup> formers to assist in lessons. Core SL and CW discuss AP data.</p>	<p>Lynn Clark 9 hours teaching + 1 hour PPA/week. ( PP and catch-up)</p> <p>Under-allocated Maths teachers: 7 hours/week</p> <p>MS &amp; MB to provide 3 morning reg. sessions/week</p> <p>Revision Guides ( £200)</p> <p>6<sup>th</sup> former classroom support.</p> <p>Photocopying costs. (£50)</p> <p>Intervention workbooks ( £100)</p>	<p>1. Pupil Premium Record Forms show increased test scores after interventions.</p> <p>2. Attainment Gap in Maths narrows over the course of the year across all year groups.</p> <p>3. GCSE results show increased % PP students achieving a positive Pro 8 Score and neutral/+ve residual in Maths.</p> <p>4. Catch Up students make rapid progress and the attainment gap narrows</p>
<p><b>2. IMPROVE PROGRESS AND ATTAINMENT IN ENGLISH</b></p> <p>Identify students needing support based on spelling/reading</p>	<p>1.Weak literacy skills inc. handwriting, spelling and punctuation.</p> <p>2.Attendance</p> <p>3.Lack of independent study skills</p>	<p>English Dept. to offer After- school Skills club from October half term.</p> <p>Classroom teachers ensure students catch up after an absence</p> <p>Weaker readers paired up with 6<sup>th</sup></p>	<p>Photocopying, CGP workbooks &amp; GCSE set texts approx.£200</p> <p>Revision materials provided for all PP students.</p> <p>5 hours Under-allocated</p>	<p>1. PP record forms show improved test scores/levels after interventions.</p> <p>2. GCSE results show increased % PP students achieving positive Pro 8 score and</p>

<p>ages/other data/AP data/teacher knowledge of students</p>	<p>4.Reluctant readers 5.Fixed Mindset</p>	<p>formers for reading. 6th formers support in TA role.</p> <p>CS to provide intensive English intervention (D and Catch -Up)after October half term across all ages and abilities. Focus on Year 11 English Language.</p> <p>AP data to separate Language and Literature for KS4 thereby giving accurate separate predictions.</p> <p>Year 11 to have Language and Literature mocks in January.</p> <p>Whole school Growth Mindset develops student’s determination and thus their willingness to study independently.</p> <p>CW to meet with Core SL after APs</p>	<p>teaching time. (after Oct Half term)</p>	<p>neutral/+ve residual in English.</p> <p>3. Neutral overall residual for English language GCSE.</p> <p>4. Catch -up students make rapid progress and the attainment gap narrows</p>
<p>3. IMPROVE PROGRESS AND ATTAINMENT AND ACCURACY OF DISADVANTAGED PREDICTED GRADES IN <b>SCIENCE</b></p>	<p>1.Weak Scientific skills 2.No general knowledge of the subject through home environment 3.Disengagement with the subject: Fixed Mindset 4.Attendance 5.Concentration/behaviour</p>	<p>3x morning registration Core Science skills sessions to improve knowledge and understanding(2 teachers)</p> <p>Involve PP students in STEM activities to increase engagement.</p> <p>Sharon Whiteley to provide 4 hours/week small group KS4 PP intervention to increase knowledge and understanding and provide mini</p>	<p>Photocopying (approx £50)</p> <p>Sharon Whiteley 4hr/week plus other unallocated Science teacher hours for 1:1 /small groups. Registration sessions 3/week LN, MS</p> <p>Provision of revision materials for D students. (£300)</p>	<p>1. PP record forms show progress through test results. 2. PP Attainment Gap narrows through the year across all year groups 3. Neutral residuals for Separate Science D students</p>

		<p>assessments to develop resilience and exam technique.</p> <p>6<sup>th</sup> former Science students mentor younger students to increase engagement.</p> <p>CW to meet with Core SL after AP. Predictions to be rooted in recent data.</p>		
4 IMPROVE PROGRESS AND ATTAINMENT IN RE	<ol style="list-style-type: none"> <li>1. Lack of knowledge of the Catholic Church and Bible.</li> <li>2. Negative and fixed mindset</li> <li>3. Lack of feeling that RE is an important subject</li> </ol>	<p>Encourage students to use podcasts for revision.</p> <p>Lunchtime interventions for underachieving year 11s.</p>	Revision packs to be made available for all disadvantaged students	The closure of any gap between the progress of disadvantaged and other students in RE.
5. PP MANAGER TO KNOW THE PUPILS AND KNOW THE PARENTS CW to maximise opportunities to meet PP parents and PP students.	<ol style="list-style-type: none"> <li>1. Parents or pupils have a fixed mindset towards school.</li> <li>2. Parents cannot easily attend evening meetings at school.</li> <li>3. parents are unsure or unable to fully support their child</li> </ol>	<p>PP parents invited to Invitation Only Parent Evenings. CW to follow up after. Parents encouraged to maintain contact throughout the year.</p> <p>CW to have year 11 PP students as Futures Meetings groups.</p> <p>Individual meetings with KS4 students to monitor academic and non-academic data .</p> <p>PP parents unable to attend Parents Evening invited in at another opportunity or telephoned by tutor. CW to meet regularly with DM/LCs</p>	CW TLR/Release time	<ol style="list-style-type: none"> <li>1. Positive feedback from parents and further insight into student needs that would otherwise not have been identified.</li> <li>2. Year 11 students are 0% NEET</li> <li>3. Year 10 (2016-17) have lower BOM and higher A2L score than in year 9</li> <li>4. PP: Other A2L gap in 2016-17 narrows in comparison with 2015-16</li> <li>5. Extra -curricular involvement gap continues to be negligible.</li> </ol>
6. SUPPORT PASTORAL	1. Lack of confidence	Tutors expected to know PP students	Lin Carroll : half day a week .	1. PP gap in the number of

<p>NEEDS CW to liaise with DM, LCs and tutors to identify students who would benefit from mentoring/ financial support/ encouragement .</p>	<p>2. Lack of wide range of social skills 3. Difficult home circumstances  4. Emotional and mental health issues. 5. Fixed Mindset</p>	<p>well, seat them with the same care taken in lessons and to alert LC/CW to needs and opportunities taken/not taken up  CW to continue to attend LC meetings. CW to continue as DDSP  Peer mentors, teacher mentors according to need.</p>	<p>DM to facilitate Beth being trained to be able to offer supplementary mentoring.  Peer mentor training time  CW release time.</p>	<p>exclusions is closing. 2. Gap in A2L scores is closing 3. Gap in BOM/DOM is closing</p>
<p>7. IMPROVE ATTENDANCE Reduce under - achievement as a result of attendance issues</p>	<p>1. Disengagement with school 2. Health issues (physical or emotional) 3. School refuser 4. Homework not completed</p>	<p>Tutors to monitor and encourage PP extra- curricular involvement to increase engagement with school.  Those whose attendance has improved to mentor poor attenders .  LC Attendance Contracts when triggered. Parents invited in early.  CW to support with Attendance reward cards when appropriate.  Mentoring where appropriate.  Catch up club or informal support opportunities to get more HW completed in school time agreed with parents and students.</p>	<p>PP manager release time. Learning Coordinator time. Mentoring time/costs</p>	<p>1. Attendance Gap closes.</p>
<p>8. INCREASE WHOLE STAFF INTEREST AND INVOLVEMENT IN THE DEVELOPMENT OF</p>	<p>1. Difficult family/financial circumstances 2. Feeling that teachers don't</p>	<p>INSET sessions with whole staff.  Disadvantaged as a Whole School priority.</p>	<p>Pupil premium Manager TLR/release time.  CW to undertake specific</p>	<p>1. PP students always identified on seating plans. 2. Lesson observations show PP student needs are catered for</p>

DISADVANTAGED STUDENTS	understand them	<p>All staff provided with a regularly updated list of Disadvantaged students .</p> <p>Training for new teachers during New Staff Induction sessions</p> <p>Tutors to specifically encourage PP students to be involved in extra-curricular activities and to gain a St Marys Award</p> <p>Disadvantaged student performance a Performance Management target</p>	Disadvantaged student Learning Walks and Work scrutinies.	<p>and students are fully involved in the lesson.</p> <p>3. Marking walks show PP books with good quality diagnostic marking and staff/student dialogue.</p>
9. INCREASE REGULAR READING and STANDARD OF READING especially at ks3	<p>1.Low literacy levels</p> <p>2.Family does not use a library</p> <p>3.Did not engage with books at an early age.</p> <p>4.No family habit of regular reading or expectation of this on the part of parents.</p>	<p>Tutors to especially encourage PP students to take part in the various reading and literacy challenges and competitions advertised and to use the school library.</p> <p>New year 7 tutors to continue to offer reading library resources and to increase ERIC to 2 mornings a week.</p> <p>Measurement of reading and spelling ages during Y6 Induction day and through completion of Lexia screening.</p>	<p>Lexia £3300 Catch up funding for 3 year subscription to cover up to 100 students over 3 years CW time &amp; time of staff involved in training/delivery of this, and of assessing Lexia progress/ reading ages</p> <p>CW to liaise with EH to maximise library participation by PP. EH to provide CW with termly data and to present the Book Review feature of the St Marys Award to classes during PSHE sessions.</p>	<p>1.Data shows Library usage by disadvantaged students is proportionally greater than that of the rest of the school</p> <p>2.PP students can say what book they are currently reading and complete the Book Review section of the St Mary's Award.</p> <p>3.&gt;25 students make &gt;4 Lexia-levels of progress.</p>
10. SUPPORT FINANCIAL NEED	1.Lack of funds to buy all the resources ideally needed to achieve full potential	Departments financed to supply revision guides, equipment etc to fulfil specific academic PP needs.	Purchase of revision materials, photocopied past papers, calculators, items of uniform,	1. Students do not avoid taking part in PE, educational trips and courses because of financial

	<p>2.Unable to experience a wide range of enrichment activities for financial reasons</p> <p>3.Lack of modern IT equipment</p>	<p>Support attendance at careers related courses.]</p> <p>Educational trips subsidised.</p>	<p>trip subsidies, course subsidies etc</p>	<p>hardship.</p> <p>2. Students arrive at examinations suitably equipped, e.g. with calculators and maths sets.</p> <p>3. Students have revision guides</p>
<p>11. INCREASE CONFIDENCE AND RESILIENCE AND RAISE ASPIRATIONS OF DISADVANTAGED STUDENTS</p>	<p>1.Lack of Growth Mindset.</p> <p>2.Need for careers guidance</p>	<p>CW to liaise regularly with JW regarding PP students in particular need of careers guidance.</p> <p>Ensure quality Work Experience placements for the most vulnerable students.</p> <p>Arrange additional sessions for targeted groups of students during PSHE time.</p>	<p>Careers interviews with external agencies.</p> <p>CW release time</p> <p>Launch of St Mary's Award and associated set- up costs such as purchase of badges.</p>	<p>1.PP students attend their careers interviews and give positive feedback.</p> <p>2.They take advantage of opportunities to attend taster courses</p> <p>3. 0 % NEET</p> <p>4.St Mary's Award participation shows no significant Pupil Premium gap</p>
<p>12. MAXIMISE TAKE UP OF FSM FUNDING</p>	<p>Parents are unaware or unwilling or confused, children don't want stigma of FSM</p>	<p>Send out annual letter/email to parents to try to increase take up.</p> <p>Ensure website is kept up to date.</p>	<p>CW release time.</p>	<p>Numbers are likely to remain steady.</p> <p>Known qualifiers DO apply for FSM</p>
<p>13. INCREASE GOVERNOR VOICE</p>	<p>Governors do not have sufficient information/ opportunity to be involved</p>	<p>CW to meet at least termly with newly appointed PP Link governor</p>	<p>CW release time/ Governor time</p>	<p>Records of regular governor input and involvement kept on file.</p>