

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

**APRIL 2017 TO APRIL 2018**

Target	Barriers to progress	Intervention detail	Resources and staffing	Tangible signs that target has been met
<p><b>1. IMPROVE PROGRESS AND ATTAINMENT IN MATHS</b></p> <p>CW to scrutinise entry data and 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 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 or if indicated as requiring intervention by AP analysis</p> <p>Whole school numeracy initiatives mean increased opportunities for students to develop problem solving skills through regular registration numeracy activities and a variety of competitions.</p> <p>6<sup>th</sup> formers to run key stage 3 homework club</p>	<p>Lynn Clark 10 hours Pupil Premium and Catch up teaching plus 3 hours Learning Support Maths + 1 hour PPA/week.</p> <p>Revision Guides or textbooks to ensure students in any year group are able to prepare effectively for tests</p> <p>6<sup>th</sup> former classroom support.</p> <p>Photocopying costs.</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 PP students averaging a positive or neutral 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>1. Weak literacy skills inc. handwriting, spelling and punctuation.</p> <p>2. Attendance</p>	<p>English Dept. to offer After- school Skills club from October half term.</p>	<p>Photocopying, CGP workbooks &amp; GCSE set texts</p> <p>Revision materials provided for all PP students.</p>	<p>1. PP record forms show improved test scores/levels after interventions.</p>

<p>Identify students needing support based on spelling/reading ages/other data/AP data/teacher knowledge of students</p>	<p>3.Lack of independent study skills</p> <p>4.Reluctant readers</p> <p>5.Fixed Mindset</p>	<p>Classroom teachers ensure students catch up after an absence or as indicated by AP data Weaker readers paired up with 6<sup>th</sup> formers for reading. 6th formers support in TA role.</p> <p>AP data to separate Language and Literature for KS4 thereby giving accurate separate predictions.</p> <p>Whole School Growth Mindset develops student's determination and thus their willingness to study independently.</p>		<p>2. GCSE results show PP students achieving positive Pro 8 score on average</p> <p>3. Neutral overall residual for English language GCSE.</p>
<p><b>3. IMPROVE PROGRESS AND ATTAINMENT IN SCIENCE</b></p>	<p>1.Weak Scientific skills</p> <p>2.No general knowledge of the subject through home environment</p> <p>3.Disengagement with the subject: Fixed Mindset</p> <p>4.Attendance</p> <p>5.Concentration/behaviour</p>	<p>Morning registration Core Science skills sessions to improve knowledge and understanding.</p> <p>Involve PP students in STEM activities to increase engagement.</p> <p>Sharon Whiteley to teach small group KS4 PP intervention to increase knowledge, understanding and provide mini assessments to develop resilience and exam technique.</p> <p>6<sup>th</sup> form Science students mentor younger students to increase engagement and speed progress. Science teachers to mentor students with particular enthusiasm in Science.</p>	<p>Photocopying</p> <p>Sharon Whiteley 8hr/week Registration sessions ( MS)</p> <p>Provision of Revision materials for D students and additional copies of textbooks for some</p>	<p>1. PP record forms show progress through test results.</p> <p>2. PP Attainment Gap narrows through the year across all year groups</p> <p>3. Neutral residuals at GCSE</p>

<p>4 IMPROVE PROGRESS AND ATTAINMENT IN RE</p>	<ol style="list-style-type: none"> <li>1. Lack of knowledge of the Catholic Church and Bible.</li> <li>2. Negative 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 after mocks</p>	<p>Revision packs to be provided for all disadvantaged students</p>	<ol style="list-style-type: none"> <li>1. Closure of any gap between the progress of disadvantaged and other students in RE.</li> <li>2. Neutral/pos residual</li> </ol>
<p>5. PP MANAGER TO KNOW THE PUPILS AND KNOW THE PARENTS CW to maximise opportunities to meet PP parents and PP students.</p>	<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 and teachers applying Pupil Premium First are proactive about contacting parents.</p> <p>CW to have year 11 PP students as Futures Meetings group.</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>	<p>CW TLR/Release time</p>	<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 D students are 0% NEET</li> <li>3. Year 11 (2016-17) have lower BOM and higher A2L score than in year 10</li> <li>4. Extra -curricular involvement gap continues to be negligible.</li> </ol>
<p>6. SUPPORT PASTORAL NEEDS CW to liaise with DM, LCs and tutors to identify students who would benefit from mentoring or financial support.</p>	<ol style="list-style-type: none"> <li>1. Lack of confidence</li> <li>2. Lack of wide range of social skills</li> <li>3. Difficult home circumstances</li> <li>4. Emotional and mental health issues.</li> <li>5. Fixed Mindset</li> </ol>	<p>Tutors expected to know PP students well, seat them with the same care taken in lessons and to alert LC/CW to needs and opportunities taken/not taken up. ( Apply Pupil Premium First)</p> <p>LSAs to run Pupil Premium/SEN lunch time clubs</p>	<p>Lin Carroll : half day a week .</p> <p>School Chaplain trained to be able to offer supplementary mentoring.</p> <p>Peer Mentor training time</p>	<ol style="list-style-type: none"> <li>1. PP gap in the number of exclusions narrows.</li> <li>2. Gap in A2L scores is closing</li> <li>3. Gap in BOM/DOM is closing</li> </ol>

		<p>CW to attend LC meetings. CW to continue as DDSP</p> <p>Peer mentors, teacher mentors according to need.</p>	CW release time.	
<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 and St Mary's Award participation to increase engagement with school.</p> <p>Those whose attendance has improved to mentor poor attenders.</p> <p>LC Attendance Contracts when triggered. Parents invited in early.</p> <p>Attendance rewards when appropriate.</p> <p>Mentoring where appropriate.</p> <p>Catch Up club or informal support opportunities to get more HW completed in school.</p>	<p>PP manager release time. Learning Coordinator time. Mentoring time/costs</p>	<p>1. No significant Attendance Gap.</p>
<p>8. INCREASE STAFF ENGAGEMENT THE DEVELOPMENT OF DISADVANTAGED STUDENTS</p>	<p>1.Difficult family/financial circumstances</p> <p>2.Feeling that teachers don't understand them</p>	<p>Regular INSET sessions with whole staff.</p> <p>Disadvantaged as a Whole School priority.</p> <p>All staff provided with a regularly updated and individualised list of Disadvantaged students .</p>	<p>Pupil premium Manager TLR/release time.</p> <p>Departments to undertake specific Disadvantaged student Learning Walks and Work scrutiny.</p>	<p>1.PP students always identified on seating plans. 2.Lesson observations show PP student needs are catered for and students are fully involved in the lesson. 3. Marking walks show PP books with high quality diagnostic marking,</p>

		<p>Training for new teachers during New Staff Induction sessions</p> <p>Year 7 Presentations help teachers get to know them and build their self confidence.</p> <p>Tutors to aim for all PP students to lead, participate and embrace personal challenge and to gain St Marys Award badge.</p> <p>Disadvantaged student performance to be SL Performance Management target</p>		<p>differentiation and staff/student dialogue.</p> <p>4. No PP gap in extra – curricular analysis</p>
<p>9. INCREASE REGULAR READING and STANDARD OF READING especially at KS3</p>	<p>1.Low literacy levels 2.Family does not use a library 3.Did not engage with books at an early age. 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 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 librarian to maximise library participation by PP. Librarian 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 complete the Book Review section of the St Mary's Award.</p> <p>3.30 students complete Lexia to end of Level 15 thus closing the gap.</p>
<p>10. SUPPORT FINANCIAL NEED</p>	<p>1.Lack of funds to buy all the resources ideally needed to achieve full potential</p>	<p>Departments financed to supply revision guides, equipment etc to fulfil specific academic PP needs.</p>	<p>Purchase of revision materials, photocopied past papers, calculators, items of uniform,</p>	<p>1. Students do not avoid PE, educational trips/ courses because of financial hardship.</p>

	<p>2.Unable to experience a wide range of enrichment activities for financial reasons</p> <p>3.Lack of modern IT equipment</p>	<p>Attendance at careers related or super-curricular events/courses.</p> <p>Educational trips, D of E and music lessons subsidised.</p>	<p>educational trip/course / music lesson subsidies etc.</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 and self esteem.</p> <p>2.Need for Careers Guidance</p> <p>3. need for support in stepping outside their comfort zone.</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 Careers Guidance sessions for targeted groups of students during PSHE time.</p> <p>Specifically encourage participation in D of E Award.</p> <p>Tutors to</p>	<p>Careers interviews with external agencies.</p> <p>CW release time</p> <p>Roll-out of St Mary's Award across the school and purchase of badges.</p>	<p>1.PP students attend Careers interviews and feedback is positive.</p> <p>2.They take advantage of opportunities to attend taster courses and work experience</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 half termly with PP Link governor</p>	<p>CW release time</p>	<p>Minutes of Link Governor meetings with positive outcomes.</p>