

Pupil premium strategy statement: St Edmunds Catholic Academy

1. Summary information					
School	St Edmunds Catholic Academy, Wolverhampton				
Academic Year	2017/18	Total PP budget	£247,775.00	Date of most recent PP Review	n/a
Total number of pupils (Y7-Y11)	744	Number of pupils eligible for PP	257 (34.5%)	Date for next internal review of this strategy	Dec 2017

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (school average)</i>
Progress 8 score average (from 2016/17)	-0.10	0.10
Attainment 8 score average (from 2016/17)	40.19	48.47

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	Previously embedded barriers of low aspirations, confidence and engagement from a significant minority of pupils, particularly PP pupils
B.	Behaviour issues from a small number of pupils in each year group, has a detrimental effect on the progress of themselves and others.
C.	High attaining pupils who are eligible for PP make less progress than high attaining pupils who are not eligible
D.	Completion of Extended Learning is inconsistent, particularly for PP pupils; this means pupils in KS4 are unprepared for the quantity and depth of independent work required for success at GCSE level
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance and punctuality rates for PP pupils are lower than that of non-PP pupils and lower than national averages for all pupils. This reduces their school hours and causes them to fall behind on average.

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F.	Lack of parental engagement and support for interventions
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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that "Attitude to Learning" scores improve over time	Average AtL's of PP pupils improve and are in line with non-PP pupils. Average AtL's improve for all pupils Proportion of PP pupils continuing into Post 16 education increases Proportion of PP students moving on to universities/Russell Group universities increase
B.	Improved behaviour for learning in all lessons and reduced number of behaviour incidents for all pupils and PP pupils	Proportion of behaviour incidents involving PP students is equal to or lower than proportion of PP students in the school Total number of behaviour incidents is reduced and the number of pupils involved in behaviour incidents is reduced Learning walk, pupil voice all evidence improved behaviour for learning in all year groups
C.	Improved attainment and progress of PP pupils in external examinations Improved attainment and progress of PP pupils, across all year group, measured through teacher assessment (moderated within and across departments) and internal examinations	KS3 progress of PP pupils in line with those of non-PP pupils and in line with their targets Progress 8 scores of PP pupils in line with non PP pupils and national averages. Where PP pupils are falling behind, interventions are put in place, recorded and measured, overseen by CLs and SLT
D.	Extended Learning is completed more consistently and its completion is viewed as an integral and necessary part of the learning progress. "Extended Learning" measures on reports indicate completion and quality of extended learning is improved	"Extended Learning" measures for PP pupils show that deadlines are met Improved use of Classcharts to set extended learning, recorded and completed in all subjects. Learning walk, book monitoring and pupil voice all evidence improved completion of Extended Learning in all year groups

E.	Improved attendance and punctuality records for PP pupils	Trends show that attendance and punctuality rates of PP pupils are improving and are in line with non-PP pupils in the school and national averages for all pupils The percentage of PP pupils who are persistent absentees is reduced
F.	Improved parental engagement so that attendance at Parents' Evenings and other events increases. Improved support for initiatives and interventions put in place to support pupils	Improved rates of attendance at parents' evenings All parents come into school to discuss the progress of their child when invited, either at a parents' evening or at an alternative date Parents feel more involved in their child's education as evidenced in parental surveys

5. Planned expenditure

Academic year	2017/18
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
<p>A. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that "Attitude to Learning" scores improve over time</p> <p>C. Improved attainment and progress of PP pupils in external examinations Improved attainment and progress of PP pupils, across all year group, measured through teacher assessment (moderated within and across departments) and internal examinations</p>	<ul style="list-style-type: none"> Marking and feedback is of a consistently high standard (as detailed in AIP) Consistent use of 'Learning Policy', allow pupils to develop their own understanding and include elements of self-regulation and collaborative learning Fixed term appointment of Year 11 HOY to monitor progress, attitude and achievement of Year 11 pupils and coordinate revision programmes and interventions All Key Stage transition meetings 	<ul style="list-style-type: none"> EEF + 8 months EEF + 5 months Positive outcomes from similar strategy used last year Need to coordinate all the intervention and revision for Year 11 <p>*To build on or sustain earlier academic success</p>	<ul style="list-style-type: none"> Through AIP monitoring and evaluation Through SIP monitoring and evaluation Fortnightly progress meetings involving SLT link and Year 11 HOY Regular assemblies with Year 11 pupils <p>* Monitor progress of PP on transition</p>	<p>MH/HOY</p> <p>MH/GH</p> <p>EG/CM</p> <p>HOY/AHOY</p>	<p>Ongoing through AIP</p>

D. Extended Learning is completed more consistently and its completion is viewed as an integral and necessary part of the learning progress. "Extended Learning" measures on reports indicate completion and quality of extended learning is improved	<ul style="list-style-type: none"> Extended learning is used consistently and effectively to support learning in class and promote independent learning *Homework club available 3 times a week, morning and after school *Easter revision programme 	<ul style="list-style-type: none"> EEF + 5 months 	<ul style="list-style-type: none"> Through AIP, monitoring, data analysis and evaluation 	All, CM	
Total budgeted cost					£108,245.00

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
C. Improved attainment and achievement of PP pupils, measured across all year group through teacher assessment (moderated within and across departments) and internal and external assessments	<ul style="list-style-type: none"> Small group sessions for Year 11 PP pupils in core subjects, grouped by ability and one-to-two sessions (2 x ½ hour) with class teacher, identify PP pupils below target * Revision skills guest speakers for Year 11 PP pupils *Revision survival kit for Year 11 PP pupils *Easter Revision school *DIG groups to be identified across all year groups - staff to know who their DIG pupils are. Shared & discussed in Cur. area meetings 	<ul style="list-style-type: none"> EEF + 5 months Feedback from pupils involved in the small group sessions Developing confidence and skills for revision *Directed Intervention Groups - focussed and targeted intervention within the classroom 	<ul style="list-style-type: none"> Review of pupil progress in subsequent assessments *student voice * Programme devised and issued to parents/carers - registers of attendance Discussion notes with mentors Minutes of CL meetings 	EG/CM EG/CM All	Dec 2017 and ongoing

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<p>A. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that “Attitude to Learning” scores improve over time</p>	<ul style="list-style-type: none"> * Progress meetings for Year 11 PP and parent/carer *Purchase of FFT to use for pupil target setting • Small group intensive programme for PP pupils with low attainment in years 7 and 8 – Numeracy and Literacy • Peer support of Year 7 PP pupils with Year 12 pupils (as many PP as possible) • Peer mentoring from 6th form students offered and encouraged for all PP pupils in Year 11 • ZUMOS launch 30th October 2017 • SCSC provision to support PP and vulnerable pupils 	<ul style="list-style-type: none"> • EEF +3 months *Student personally involved with own target setting. Engages tutors and staff with data • EEF +4 months • Success of similar approach in other schools and in this school last year • EEF +5 months *Supports pastoral concerns - signposts students on wellbeing issues , builds resilience and confidence 	<ul style="list-style-type: none"> • Monitoring of attendance, contact with parents and pupil voice *Monitor usage *Pupil engagement in personalised target setting • Discussion with teacher • Pupil voice • Analysis of data in Maths and English • Pupil voice, analysis of data and strategic pairings overseen by heads of literacy and numeracy and supported by form tutors • Liaison with CM and HT to ensure strategic pairings * One-to-one interviews and follow-up with year 11 pupils (By SLT/HOY 11) • Analysis of G and T data • Pupil voice of confidence and plans before and after programme *Case studies *Registers *Usage monitored 	<p>EG/CM</p> <p>MT</p> <p>EG/SW/SR /JB</p> <p>CM/HT</p> <p>VB/EG</p>	<p>Dec 2017 and ongoing</p>
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Sept 2017

	<ul style="list-style-type: none"> ● Raising aspirations and achievements of Most Able PP pupils in years 10 and 11 through: <ul style="list-style-type: none"> ○ Mentoring and guidance for most able PP pupils in year 11 and others by SLT, including how to manage pressure, expectation and workload in the lead up to exams ○ Dinner time and after school small group work for PP pupils in year 11 targeted for high attainment ○ University trips to motivate, inspire and raise aspirations for PP pupils This to potentially include work through the “Brilliant Club” to involve academic work, Pathways to Law, Business and Medicine 	<ul style="list-style-type: none"> ● EEF +5 months ● Success of programme in previous years in managing the stress and worry of most able in the run up to GCSE examinations (Assemblies and tutor time) ● Increase attainment grades in Maths and English (from March mock to June exam) ● Raising aspiration together with significant academic component, shown to be effective against raising aspirations in isolation 	<ul style="list-style-type: none"> *Data analysis *Minutes of meetings with students * Registers of attendance * Student voice 	<p>SLT/EG/CM</p> <p>EG/HOY</p>	Dec 2017 and ongoing
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Total budgeted cost £85,450.00

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
A. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that “Attitude to Learning” scores improve over time	*Full access to enrichment activities for PP pupils improves confidence, sense of belonging, staff/pupil relationships, motivation and outcomes.	EEF +3months	<ul style="list-style-type: none"> ● Registers of attendance at extracurricular clubs and enrichment events. ● Staff to encourage participation of PP pupils 	EG/MC	Dec 2017 and ongoing
B. Improved behaviour for learning in all lessons and reduced number of behaviour incidents for all pupils and PP pupils	<ul style="list-style-type: none"> *Encouragement of more pupils to take part in extracurricular sports, including weekly inter-house sports competitions *Homework club available 3 times a week, morning and after school 	EEF +2months	<ul style="list-style-type: none"> *Data - reduction in warnings for lack of extended learning and increase in merits 		

	<p>*welfare, uniform and trips, transport etc</p> <p>*Police panel service level agreement</p> <p>*Educational psychologist service level agreement</p>	<p>Supports and enriches learning in subject areas</p> <p>*Deepens knowledge and understanding</p> <p>*Working collaboratively with schools, police and other services around timely intervention for young people</p> <p>*Resources shared</p> <p>To ensure timely assessment of out PP pupils with AEN.</p>	<ul style="list-style-type: none"> For school trips, PP pupils to be made aware financial support is available For school trips/visits evaluation form to measure impact of trip/visit with a specific section for impact on PP pupils <p>*attendance of meetings</p> <p>*Assemblies</p> <p>* Student Voice</p> <p>*Case studies</p>	<p>EG</p> <p>EG</p> <p>SR/EG</p>	<p>Dec 2017 and ongoing</p>
B. Improved behaviour for learning in all lessons and reduced number of behaviour incidents for all pupils and PP pupils	<ul style="list-style-type: none"> Whole school approach to improving behaviour for learning through provision of CPD, new behaviour policy and behaviour interventions (as detailed in the AIP) 	<ul style="list-style-type: none"> EEF +4 months High proportion of pupils who have fixed term exclusions are excluded more than once, suggesting work needs to be done to support them in improving behaviour 	<ul style="list-style-type: none"> Through AIP monitoring and evaluation 	<p>JB/EG/ HOY/ AHOY</p>	
A. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that "Attitude to Learning" scores improve over time	<ul style="list-style-type: none"> Individual pupil profile for all PP pupils, compiled by teachers and support staff, detailing barriers to learning and strategies that work for each PP pupil PP focus in CL meetings concerned with developing and sharing approaches to improve engagement of PP pupils <p>*SR to support delivery of CPD on differentiation techniques to support staff planning and delivery of lessons</p>	<ul style="list-style-type: none"> Identification of pupils who respond well to the approaches of certain teachers and support staff, led to us recognising a need to share this information PP strategy needs to be developed and shared, with the involvement of all staff <p>*Use of data to inform planning and support progress of PP pupils</p>	<ul style="list-style-type: none"> Pupil premium champions in each tutor Through data analysis and pupil voice Minutes from CL's meetings 	<p>EG/SR</p>	

E. Improved attendance and punctuality records for PP pupils	<ul style="list-style-type: none"> Rewards, sanctions and follow-ups put in place to improve attendance and punctuality (as detailed in the SIP) Improve attendance through improved engagement 	<ul style="list-style-type: none"> Strategies have worked in similar schools Engagement is key to pupils wanting to be in school 	<ul style="list-style-type: none"> Through monitoring and evaluation 	SM/EG/CM/tutors	Dec 2017 and ongoing
F. Improved parental engagement so that attendance at Parents' Evenings and other events increases. Improved standard of written reports to parents and increased support for initiatives and interventions put in place to support pupils	<ul style="list-style-type: none"> Whole school approach to improving parental engagement and reporting to parents Parent/carer of each PP pupil in a year group to be contacted, by phone, by a member of SLT to ensure attendance at parents' evening and, where they cannot attend, an alternative meeting arranged Raising attainment evening Raise profile of rewards evening 	<ul style="list-style-type: none"> EEF +3 months EEF +3 months 	<ul style="list-style-type: none"> Through monitoring and evaluation 	EG/CM/SLT	
C. Improved attainment and achievement of PP pupils, measured across all year group through teacher assessment (moderated within and across departments) and internal and external assessments	<ul style="list-style-type: none"> Reading tests for KS3 pupils Improved reading ages for pupils in years 7 and 8 through use of Accelerated reader Silent reading in KS3 English lessons 6th form peer reading intervention Book Bus funding to provide a reading book of choice for all PP pupils in years 7 and 8 	<ul style="list-style-type: none"> EEF +5 months Pupils who read for pleasure do better academically 	<ul style="list-style-type: none"> Regular monitoring of reading levels and targeting pupils as necessary 	EG/SR/GH/KE/HT/SL	
Total budgeted cost					£54,080.00

6. Review of Expenditure 2016-17

- Total Budget was £252,450.00
- The renewal of the subscription for PIXEL in Sept 2016 (£2950.00). This has been a useful tool sharing resources in preparation for summer 2017 examinations and the new grading systems. Supported Year 11 targeted intervention and enabled progress.
- Staffing to support the development of PIXEL resources £18,000.00. This contributed to the success in GCSE examination results, in particular English.
- The renewal of the subscription for SISRA in Sept 2016 (£1794.00). This has meant that data analysis has been a lot less time consuming and enabled SLT and CLs to have a clear picture of gaps and individual students who are a cause for concern. This has been most productively utilised in Year 11 where targeted interventions were able planned and overseen by the Year 11 HOY. To enable this kind of swift action and evaluation to take place across all years.
- Training in the use of SISRA has meant that analysis of PP performance can take place at all levels and timely monitoring, evaluation and review will be planned in more detail for 2017-2018. Further training in the new SISRA system will take place throughout the year. Staffing to support this £15,000.00.
- Police Panel service level agreement renewed in September 2016 (£1000.00). Working collaboratively with schools, police and other services around timely intervention for young people. This has reduced many barriers to learning for our young people and ensured they remain engaged with their education.
- Educational Psychologist service level agreement renewed in September 2016 (£8000.00). This has ensured timely assessment of out PP pupils with AEN has taken place.
- MAC Assistant Psychologist salary £36,000.00. Support was given to many students who displayed social, emotional and mental health difficulties.
- Welfare costs - uniform, transport etc... £1000.00
- Mentoring support £5000.00. Academic and pastoral guidance given on a weekly basis as part of the CARE mentoring system.
- Homework club run twice a week £5000.00. Supported mainly KS3 students.

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- Easter Revision classes £2500.00. Attended by Year 11 students in preparation for the summer examinations.
- SCSC and pastoral support for the most vulnerable PP learners £35,000.00. Support was given to many students who displayed social, emotional and mental health difficulties.
- Staffing - £121,206.00

7. Rationale & Additional Information 2017-2018

- Cultural and ethos needs to focus on a collective sense mission: Everyone deserves excellent education, regardless of background or barrier to learning
- Further training in the new FFT system (£1300.00) will take place throughout the year 2017-2018.
- Student & staff engagement with ZUMOS will be monitored 2017-2018 and will allow for targeted support during exam season etc....
- Planning for the appointment of an additional AHOY into a permanent post to support pastoral concerns for High ability PP boys
- Literacy and Reading will remain a priority in every curriculum area
- Teachers in the classroom are primarily accountable for the outcomes of PP pupils
- Continue to develop effective tools to identify individual and whole school barriers for PP pupils
- Expenditure should be focussed on raising attainment of PP pupils and also readiness for their next stage of learning or employment
- Expenditure should be focussed on maximising readiness for success for those working at or above age-related expectations - stretching the most able PP pupil

- Continue to develop methods to ensure that PP are given responsibilities and play a prominent role in wider school life
- Learning Hubs/workshops for Parents - empowerment and engagement
- Research mixed ability classes. Terms such as 'bottom set, set 3, low attainers, low ability' should be removed from school vocabulary
- Transition between all key stages is a critical time for PP pupils. In order to build on and sustain earlier academic success transition meetings for Year 6 into 7, KS3 into KS4 and KS4 into KS5 should be held
- Develop links with Universities to raise aspirations of PP pupils and to ensure that PP pupils are aware of the opportunities available to them. Embed a culture of high expectations and self belief via assemblies, tutor time, PD days etc...