**Pupil Premium Strategy Statement (Secondary)**

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| **Summary information** |
| **School** | St Nicholas Catholic High School |
| **Academic Year** | 2019-22 | **Total PP budget** | £117,550 | **Date of most recent PP Review** | 17/10/18 |
| **Total number of students** | 1,068 | **Number of students eligible for PP** | 153 | **Date for next internal review of this strategy** | Jan 2021 |

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| **Current attainment (2019)** |
|  | Disadvantaged students at SNCHS | Non-disadvantaged students at SNCHS | National non-disadvantaged students (disadvantaged students)  |
| **% achieving 4-9 incl. EM**  | 50.0% | 74.9% | 71.2% (44.3%) |
| **% achieving 5-9 incl. EM** | 28.6% | 56.5% |  |
| **Progress 8 score average** | -0.30 | 0.22 | 0.11 (-0.40) |
| **Attainment 8 score average** | 38.15 | 54.52 | 49.8 (37.0) |
| **5. Barriers to future attainment (Disadvantaged students)** |
| **In-school barriers (issues to be addressed in school)** |
|  | Fixed Term Exclusions: Disadvantaged students: 8.72%; non-disadvantaged students: 5.18% |
|  | To have 75% of disadvantaged students with a positive P8 |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **C.** | Attendance: Absence of disadvantaged students: 8.32%; Absence for non-disadvantaged students (national): 4.8% |

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| **Desired outcomes and how they will be measured** | **Success Criteria** |
| **A.** | Lower level of FTE for disadvantaged students whilst maintaining outstanding behaviour | FTE of disadvantaged students in line with FTE of non-disadvantaged students. 8.72% moving towards 5.3% (national all) |
| **B.** | To have 75% of disadvantaged students with a positive P8 | P8 score of Disadvantaged students to increase towards 0.11 T&M data to show this increase throughout the year  |
| **C.** | Reduced absence for disadvantaged students | Absence for disadvantaged students to improve below 8.72% and moving towards national non-disadvantaged absence of 4.8% |

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| **Planned expenditure** |
| Academic Year | 2019-22 |
| 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. |
| * **Quality of teaching for all**
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| **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 implementation?** |
| Increased progress of higher attaining students from -1.2 (unadjusted) towards 0.11 | Calendared and robust tracking and monitoring and subsequent intervention.Work scrutiny and SEQA/Lesson Observations/Appraisal targets for all staff | Three year trend of Key Stage 4 progress decline | Appraisal Objective 1Progress Review Meetings at each T and M point (4) by Year Leader in conjunction with SLT | AHT - NW | Jan 2020 and subsequent Progress Meetings |
| **Total budgeted cost** | Dependent on intervention needs |
| * **Targeted support**
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| **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 implementation?** |
| Lower level of FTEFrom 8.72% towards 5.3% | Additional transition evening for Year 6 PP students and families. Learning mentors to work proactively with identified cohort to complete an SEMH profileInclusive approach and using Reconciliation as alternative to FTERJ training and implementation | Significant proportions of disadvantaged students who are issued with FTE have social and emotional difficulties alongside learning difficulties. | Reduced disadvantaged students with Internal and FTE.Termly review of FTECalendared Progress Review Meetings | AHT | Jan 2020 and subsequent SEQA YL meetings |
| **Total budgeted cost** | £LM Salary as proportion of disadvantaged students they are working with. |
| * **Other approaches**
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| **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 implementation?** |
| Reducing absence from 8.86% towards 4.8% | Strengthen the use of attendance strategy strategy roll-out with focus upon all staff involved in raising attendanceAdditional transition evening for Year 6 disadvantaged students and families. Importance of attendance and specific targets to be addressed. Learning mentors and Year leaders to identify and support students at risk of higher absence | Evidence shows that absence of disadvantaged students is consistently higher than non-disadvantaged students from Year 7 – Year 13. National Absence rates see SEF  | Reviewed and monitored by Year Leader and AHT (Transition) | AHT (attendance) | Jan 2020 and subsequent SEQA YL meetings |

***KEY PRIORITY:***

**To ‘diminish differences’ against national indicators and eliminate within school variation.**

LEAD: NW

Governors Committee: Student Welfare & Progress

(National data for exclusions and absences gained from DfE SFR data releases)

**SUCCESS CRITERIA:**

* Maintain 100% disadvantaged students in EET
* Pupil Premium Dis P8 SNCHS (-0.30 2019) continues improving towards national KPI of non-disadvantaged 0.11 and at least above national disadvantaged -0.45.
* 2020 – 75% of disadvantaged students to achieve a positive P8
* 2021 – 85% of disadvantaged students to achieve a positive P8
* 2022 – 95% of disadvantaged students to achieve a positive P8
* English Dis P8 to be better than -0.56/-0.44 in 2020 and moving towards 0.11 by 2022
* Maths Dis P8 to be better than -0.65/-0.39 in 2020 and moving towards 0.11 by 2022.
* Ebacc P8 to be better than -0.32 in 2020 and moving towards 0.14 by 2022
* Open Pillar to be better than -0.70/-0.48 in 2020 and moving towards 0.12 by 2022
* School to national gap reducing from -0.70 in 2018 to -0.41(non-disadvantaged national 0.11 / -0.30 SNCHS disadvantaged)
* Improve Persistent Absence of disadvantaged SNCHS (21.37% 2019) to non-disadvantaged national (10.4% 2017) and at least below disadvantaged national (27.0% 2017)
* Improve absence of SNCHS disadvantaged students (8.32%) to non-disadvantaged national of 4.75%(2018) and at least below national disadvantaged (8.65%, SFR 3term 2017/18)
* Reduction in exclusions of disadvantaged SNCHS students (8.72%) to non-disadvantaged students of 3.81% and at least below disadvantaged students of 24.93%

*No Child Left Behind –* **Achievement of Disadvantaged Students**

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| **Prioritised****Objectives** | **Actions** | **Evidence** | **Staff Lead***(Partners)* | **Time****Frame** | **Resources****& Cost** | **Monitoring** | **IMPACT REVIEW** |
| Autumn | Spring | Summer |
| 1. **- QUALITY TEACHING FOR ALL**
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| **1a To strengthen accountability measures across the school for the progress of disadvantaged students****Further increase progress of disadvantaged students above -0.30 remaining above -0.40 and eventually 0.11. To achieve 75% of students with a positive P8** | * Appraisal objective 1 ensures all students making appropriate levels of progress. (class teacher / SL for dpt / SLT – link areas)
* Progress Review meetings & GCSE outcomes meetings include specific focus on PPG gap analysis & intervention
* New Governor QA link role to include PP analysis on proforma

Department SEF to have a PP impact statement and DIP to include PP focus with clear KPIsLesson Observations/Work Scrutiny to include targeted PP students to show progress & inform future action planning | Appraisal Objective outcomesOutcomes Meeting MinutesProgress Meeting MinutesGovernor QA notes | RWSSp/ SLT LinkSL | October 2019All yearSpring 20 | Time(5 hours)Time(15 hours)Time(30 hours)Time(SEQA meetings) | **Who?**Govs SWP & Pay Panel**How?**Meeting Minutes RWSLT Link |  |  |  |
| **1b To ensure in English ‘differences’ are below national and closing rapidly****[P8 for Dis English to be at least -0.04 (national 2017)]****Improving upon -0.56 (2019)** | * DIP Key Priority and TLR Holder Appraisal Target 3
* Additional staffing within English department

*(EEF Toolkit + 3 months)**Extra teacher**Reading Club with non-form tutor weekly (K Roberts in Library)* | Disadvantaged students to make appropriate progress in line with national[See SEF Data Fig 13]Attendance of these students to extra lessons (100%)Students attend extra sessions. (90%) Improvement in engagement and progress in line with peers | DHDH | ongoing | 25% FTE M6 teacher £12354.5 incl oncosts | **Who?**SSp**How?**SEQA Meeting Minutes |  |  |  |
| **1c To ensure in Maths ‘differences’ are below national and closing rapidly****[[P8 for Dis Maths to be at least -0.02 (national 2017)] Improving upon -0.65 (2019)** | * DIP Key Priority and TLR Holder Appraisal Target 3

Additional staffing within Maths department*(EEF Toolkit + 3 months)****Extra teacher****Target group of PP students with additional Maths support across 4/5 AM Registration (breakfast provided)* | Disadvantaged students to make appropriate progress in line with national[See SEF Data Fig 13]Attendance record of these students | SHSH | ongoing | 25% FTE M6 teacher £12354.5 incl oncostsCost of one teacher to not be a form tutor to deliver these sessions (cost of 1 teacher for 2 hours per week | **Who?**JPH**How?**SEQA Meeting Minutes  |  |  |  |
| **1d. To ensure that across all other subjects ‘differences’ are below national and closing rapidly****As part of SEQA calendar, disadvantaged students progress evaluated & supported throughout in T&M capture points. P8 for disadvantaged students to be moving towards 0.11 by 2020*** **EBACC P8 to improve upon -0.32 (2019)**
* **Open P8 to improve upon -0.70 (2019)**
 | New Progress Review Meetings following each T&MSL/class teachers aware of potential underachievement to address in T&LLearning Mentors deployed to support work of YL (see points 4,5,6,10,11, and 13) | Improvement in disadvantaged students’ performance in T&M capture points[See SEF Data Fig 13]Teaching reviews and SEQA Questioning. | SLs | Every T&M point | SEQA meeting time (1 hour per fortnight) | **Who?**SLT – SEQA Links**How?**SEQA Meeting Minutes |  |  |  |
| **1e. To ensure updated schemes of learning allow teachers to plan stimulating, challenging lessons that better meet the needs, abilities and interests of all students with a particular focus upon disadvantaged students** | Development of schemes of learning throughout Term 3.2 to have a clear focus upon lessons that can be adapted to meets needs of all learners | Attendance to lessons by disadvantaged students increasesLesson monitor for disadvantaged students shows increase in 4s, decrease in 2s and 1s (See Data to support SEF figure 12)Better outcomes for disadvantaged students across all subject areas. (to increase P8 in open/ebacc pillar towards 0.11)Use of new lesson monitor codes (2s for coasting) to be compared term by term | SLsDJ | Gained time | Cost of frees for gained time staff (2 lessons each) | **Who?**SLT – SEQA Links**How?**SEQA Meeting Minutes |  |  |  |
| **1f.Using data from 3/4 Tracking & monitoring points to identify and support disadvantaged students at risk of under achievement and interventions across Yrs 7 -11** | Intervention meetings scheduled.* Schedule of mentor meetings informed by data capture points
* Priority support offered
* Displayed in one page profiles of all disadvantaged students to be shared with teaching staff to aid planning for these students – *Disadvantaged first*
 | * Schedules completed
* Progress Review Meeting Minutes and Actions demonstrate gap closing - KPI
 | NWYLsLMs | Sept 174 data capture points | £350Cover Costs – estimate £1500 | **Who?**Govs SWP**How?**Agenda item |  |  |  |
| **1g.To ensure that all staff have access to necessary data for disadvantaged students to inform strategy and Intervention meetings across Yrs 7 – 11** | T&M Schedule finalised4 Data capture points inform Intervention meetingsBaseline entry testing for disadvantaged studentStaff to have data rich planning/seating plans – SENcO to administer and ensure all disadvantaged students are in correct setting in ALL subjects | Data available and used by Subject Leaders, Class Teachers and key staff to inform Intervention for disadvantaged students | SLs | Oct 2017 | Reading age/spelling age assessment costs and maths assessment costs (S Hilton approx. £500)Target Tracker information to be shared with staff (one drive) | **Who?**NW**How?**Email communication  |  |  |  |
| **1h.One Page Profiles of all disadvantaged students to share with teaching staff to allow development of relationships & inform appropriate planning** | One Page Profiles to be completed by disadvantaged group through student voice and parent voice | One Page Profiles on school network for all staff | AE/LMs | Ongoing | Time5 hours office staff5 hours LM time | **Who?**NW**How?**Profiles Completed |  |  |  |
| **5.To ensure that disadvantaged student absence is below disadvantaged national at 8.9% (2016) and moving towards non-disadvantaged 5.4%** | First day response to include all disadvantaged students and those with historic levels of high absenceStaged approach to attendance in line with new process & policyAttendance support staff to investigate reasons for non attendance, freeing up LM/Form Tutor to identify support for individual studentsUse of FPNs for students with unauthorised holidays and irregular attendance* Recording of initiatives on SIMS
 | disadvantaged focus groups attendance is in line with non-disadvantaged studentsHome visits conducted where necessary and home visit recorded via home visit form.Daily Attendance monitoring by duty mentor – calls made to ‘vulnerable’ listSIMS data to show which initiatives had a positive impact upon attendance. | LM/YL/Attendance support | ongoing | £1 per student(£137)£100 reward budget per YL (£500) | **Who?**AHT Year group**How?**SEQA Meeting Minutes |  |  |  |
| **6.Reduction in exclusions of disadvantaged SNCHS students (11.49%) to non-disadvantaged students of 6.24% and at least below disadvantaged students of 23.08%** | Using RJ meetings to resolve issue as another layer before exclusion Using Internal exclusion and OOC as separate issuesNew Behaviour Ladder to support and resolve escalating incidents4 Rs to support outstanding behaviour within the community | Data on exclusions to reduce in line with proportion of disadvantaged students within the school | NW/LM | Sept 2018 ongoing | 100 LM hours | **Who?**Govs SWP**How?**Agenda item |  |  |  |
| **7. Literacy and numeracy Catch up – ensure disadvantaged students as part of this make appropriate progress in Year 7** | Strategies with SENcO ensure students have interventions from September onwards and monitored closely so when they reach required reading age/spelling age/numeracy levels ( as identified from Maths department) students can return to normal timetable | See Catch up Strategy Impact StatementReading Age/Spelling Age as evidence base of narrowing the gap.Raise the reading/spelling age of disadvantaged students as part of catch up group to at least their chronological age. | NW | October 2018 | £9641(either 1 or two hours per week dependent upon whether students were attending eng and/or maths | **Who?**Govs SWP**How?**Agenda item |  |  |  |
| **9 Targeted Staff CPD – Creating a culture of supporting disadvantaged students (DfE research May 2018)** | * NW deliver twilight INSET (8th Nov)

Data rich seating plans clearly identify disadvantaged students with appropriate dataResponse from staff during INSET regarding dealing with barriers that disadvantaged students display – a solution focussed system.  | Lesson ObservationsWork ScrutinyStaff response in dealing with typical barriers | SL/teaching staff | Nov2018 onwards(See SEQA calendar) | TIME (30 minutes INSET cost) | **Who?**Govs SWP**How?**Agenda item |  |  |  |
| **2 - TARGETED SUPPORT** |
| **10. Identify barriers to learning & develop Intervention as required for Y11 students in preparation for summer exams****(EEF Toolkit + 1-5 months)** | * One to one Learning Mentor Support (every disadvantaged student has at least one appointment with LM each term)

Extensive Careers Interview* Personalised support identified through Progress Meetings following T&M
 | Intervention strategies put in place and accessed by the pupilKPIs demonstrate gap targets on track[See SEF Data Fig 13] | AHT Year 11 | 2hrs each T&M | 435 LM hours | **Who?**Govs SWP**How?**Agenda item |  |  |  |
| **11 Attendance meetings with YL to focus upon disadvantaged students at risk of PA** | * Discuss actions and identify ownership of improving attendance of specific students with YLs, FTs, LMs
* Pastoral SEQA meeting minutes
 | Improved attendance of all cohorts especially disadvantaged students[See SEF Data] | AHT/YL/FT/LM | All year round | SEQA item agenda | **Who?**Govs SWP**How?**Agenda item |  |  |  |
| **12. Develop strategies through internal support to provide disadvantaged students with coping mechanisms*****(EEF Toolkit + 4 months)*** | * To provide internal counselling/support with emotional/behavioural needs via Learning Mentors

RJ meetings with peers | Strategies developed to cope with emotional and behaviour needsStudents back into main stream school after support – reduced FTE/Internal exclusions | LMs | All year round | Time435 LM hours Plus any additional sessions as required. | **Who?**NW**How?**Reduced FTE/absenceRJ meeting success rates |  |  |  |
| **13. Provide students with a place to work/revise especially leading up to exams*****(EEF Toolkit + 5 months)*** | * To provide & staff a Study Room during lunch time & after school.
* Transport home for disadvantaged
* Using the library at lunchtime and break
 | Study room accessed by disadvantaged students to complete homework and revise for examsLibrary used for students identified via YL/YM | LM – rota developed in line with DJ | Year 11 Mock Exams & Final Exams | £500 |  |  |  |  |
| **15. Provide opportunities for vulnerable disadvantaged Students unable to access 100% of the curriculum*****(EEF Toolkit + 2months)*** | * To provide vocational training & offsite provision for individual students unable to access the curriculum
 | Successful work experience / AP gained for students as appropriate | SS / NW | All year round | £1,010 | **Who?**Govs SWP**How?**Students on AP/AP forms completed |  |  |  |
| **16. Targeted extra funding for Pupil Premium to be further explored in line with the School’s recent Pupil Premium policy procedures which support the possibility of departments bidding for extra departmental funding for Pupil Premium intervention. This initiative needs careful consideration and should be linked to outcomes which specifically measure impact.** | * Subject Leads to complete PP support request form
* All requests considered by the NW/SLT
* Materials & resources to fully achieve target grades at KS4
* Provision Map updated

Requests & targeted funds ***evaluated for impact*** following data capturesFood ingredients cost covered to allow PP students to take part and learn life skills.Provision mapping for each student | Subject KPIs maintained[See SEF Data Fig 13]Necessary resources availableEvaluation records completed and analysedRaise the number of disadvantaged students taking part in catering practical lessons. | SLs/YLs | All year round | £12,097 | **Who?**NW**How?**Request Form – Impact analysis |  |  |  |
| **3 - OTHER APPROACHES** |
| **17. Develop and implement disadvantaged stakeholder voice** | * Transition evening (circus ology) for invited disadvantaged students’ parents
* Parent and student voice (part of one page profiles) questionnaires completed
 | 100% Attendance of Yr6 PP parentsResponse of questionnaire from parents. | LJ | Summer term | Time3 hours | **Who?**DJ/NW**How?**Questionnaire from parents/attendance of known disadvantaged Year 6 students |  |  |  |
| **18. Governors to attend Pupil Premium training, Pupil Premium Governor Champions identified who can regularly interrogate the data and progress being made** | * Identify PP Champions
* Action plan reviewed at Govs SWP Committee

Gov Champs to meetings in school with SLT to develop PP plan further and hold AHT accountableCohort make up of each year group to allow GOVS to understand context of different year groups (shared as whole school) | Action Plan devised and implementedSW&P are fully aware of context | JMQ / MG | Termly Meeting | Time3x 2hrs | **Who?**Govs SWP**How?**Termly Meeting Minutes |  |  |  |
| **19. Engage disadvantaged students’ parents/carers in school based activities and****Attendance tracking on school newsletter (form by form and year by year)** | * Phone calls to all PP Parents about Careers/ Parents Evening,
* Revision Sessions & transportation offered to and from venue
* School newsletter to contain weekly attendance KPI
 | 100% attendance of disadvantaged StudentsAttendance increasing across the school | YLs | All year round | £1,420 | **Who?**Govs SWP**How?**Agenda item |  |  |  |
| **20. Engage disadvantaged students in extra-curricular activities** | * Reward voucher for those students who attend a full term’s worth of extra curricular
 | 100% attendance monitored at clubs | SL/YL | All year | £1000 | **Who?**NW**How?**Number of vouchers issued/reward scheme for individual students available |  |  |  |
| **22. To explore local ‘best practice’ in schools with similar PP cohort %** | * Audit DfE tables to identify local schools with high PPG outcomes
* School visits to be planned, scheduled and new strategies implemented
 | External best practice identified and incorporated into St Nicholas | NW | Sept 18 | TimeCover Costs(£500) | **Who?**Govs SWP**How?**Agenda item |  |  |  |
| **25. To maintain staff awareness and sustain high profile of disadvantaged students across the school community** | * PLC on disadvantaged to continue this year with key recommendations made in Summer Term
* INSET of culture of disadvantaged based upon DfE research (May 2018)
 | Each Dpt to have disadvantaged focus within DIP  | RW/ NW | Oct 18 | Time | **Who?**Govs SWP**How?**Agenda item |  |  |  |
| **25. To provide disadvantaged student summer school** | * Secure funding through bid process and schedule Summer School Programme for August 2018
 | Summer School in place and PP families targeted | LJ | Dec – July  | £2000 | **Who?**DJ**How?**Evaluations |  |  |  |
| **26.Disadvantaged student discussions to be captured as key part of discussions with Yr 6 teachers through transition** | LJ to gain lists of disadvantaged students during part of transition processes. | Yr 6-7 Student database completed with detailed KPIs for PP | LJ | Oct onwards | TIME£2670 + breakfast club (£500) | **Who?**DJ**How?**Year 6 ‘Matrix’ |  |  |  |
| **27. Standing agenda item at all SEQA meetings for disadvantaged students (matters arising)** | * All meeting records to have a disadvantaged agenda item
 | Records of agendas/minutes | NW  | All year round |  | **Who?**JPH**How?**SEQA Meetings Minutes |  |  |  |
| **29. YLs to focus upon disadvantaged cohort for parents evenings and develop strategy to overcome barriers to attendance** | * Each YL to ensure disadvantaged students’ parents have been personally contacted by LM to invite to parents evenings and barriers overcome with transport provided as necessary
 | Levels of PP attendance comparable to that of their peers. | YL/T Leech | Parents evenings | Office time to call parents/YL to arrange support | **Who?**AHTs**How?**SEQA Meetings |  |  |  |
| **30. To ensure that students leave SNCHS stay in EET at 100%** | * Every disadvantaged student has at least one careers interview
* Refer any vulnerable students to NEET to James Anderson (LA careers)
* Discussion in T&M meetings regarding progress of vulnerable students
 | To maintain 100% disadvantaged students leaving SNCHS for EET | NW/TL/YL/AHT | All year round | Office time to call parents/follow up with James Anderson | **Who?**Govs SWP**How?**Agenda item |  |  |  |