**Pupil Premium Strategy Statement (Secondary)**

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| **Summary information** | | | | | |
| **School** | St Nicholas Catholic High School | | | | |
| **Academic Year** | 2019-22 | **Total PP budget** | £142,550 | **Date of most recent PP Review** | 17/10/18 |
| **Total number of students** | 1,060 | **Number of students eligible for PP** | 158 | **Date for next internal review of this strategy** | Jan 2021 |

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| **Current attainment (2019/2020 CAG)** | | | | | | |
|  | | | Disadvantaged students at SNCHS (2019) | Disadvantaged students at SNCHS (2020, CAG) | Non-disadvantaged students at SNCHS, 2020 | National non-disadvantaged students (disadvantaged students) , 2019 |
| **% achieving 4-9 incl. EM** | | | 50.0% | 60% | 84.7% | 71.2% (44.3%) |
| **% achieving 5-9 incl. EM** | | | 28.6% | 35% | 56.7% |  |
| **Progress 8 score average** | | | -0.30 | 0.27 | 0.51 | 0.11 (-0.40) |
| **Attainment 8 score average** | | | 38.15 | 49.38 | 56.40 | 49.8 (37.0) |
| **5. Barriers to future attainment (Disadvantaged students)** | | | | | | |
| **In-school barriers (issues to be addressed in school)** | | | | | | |
|  |  | Reduction in exclusions of disadvantaged SNCHS students (8.72%) to non-disadvantaged students of 3.83% and at least below disadvantaged students of 28.99% | | | | |
|  |  | English Dis P8 to be better than -0.56/-0.44 in 2021 and moving towards 0.11 by 2022  Maths Dis P8 to be better than -0.65/-0.39 in 2021 and moving towards 0.11 by 2022 | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | |
| **C.** |  | Improve Persistent Absence of disadvantaged SNCHS (21.37% 2019) to non-disadvantaged national, 9.10% (2019) and at least below disadvantaged national of 24.7% (2019) | | | | |

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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 | Reduction in exclusions of disadvantaged SNCHS students (8.72%) to non-disadvantaged students of 3.83% and at least below disadvantaged students of 28.99% |
| **B.** | Improve Dis P8 for English and Maths | English Dis P8 to be better than -0.56/-0.44 in 2021 and moving towards 0.11 by 2022  Maths Dis P8 to be better than -0.65/-0.39 in 2021 and moving towards 0.11 by 2022 |
| **C.** | Reduced levels of PA rates for Disadvantaged students | Improve Persistent Absence of disadvantaged SNCHS (21.37% 2019) to non-disadvantaged national, 9.10% (2019) and at least below disadvantaged national of 24.7% (2019) |

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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** | | | | | | | | | | | |
| **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?** |
| Improve Dis P8 for English and Maths | | 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 1  Progress Review Meetings at each T and M point (3) by Year Leader in conjunction with SLT | | AHT - NW | | Oct 2020 and subsequent Progress Meetings |
| **Total budgeted cost** | | | | | | | | | | Dependent on intervention needs | |
| * **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 implementation?** | |
| Reduction in exclusions of disadvantaged SNCHS students (8.72%) to non-disadvantaged students of 3.83% and at least below disadvantaged students of 28.99% | Additional transition evening for Year 6 PP students and families.  Learning mentors to work proactively with identified cohort to complete an SEMH profile  Inclusive approach and using Reconciliation as alternative to FTE  RJ 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 FTE  Calendared Progress Review Meetings | | AHT | | Jan 2021 and subsequent SEQA YL meetings | |
| **Total budgeted cost** | | | | | | | | | | £LM Salary as proportion of disadvantaged students they are working with. | |
| * **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 implementation?** |
| Improve Persistent Absence of disadvantaged SNCHS (21.37% 2019) to non-disadvantaged national, 9.10% (2019) and at least below disadvantaged national of 24.7% (2019) | | Strengthen the use of attendance strategy strategy roll-out with focus upon all staff involved in raising attendance  Additional 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  Academic mentoring of disadvantaged students to have a positive influence on school perception | | | 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) | | Nov 2020 and subsequent SEQA YL meetings |

*No child left behind –* **Achievement of Disadvantaged Students**

**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.
* English Dis P8 to be better than -0.56/-0.44 in 2021 and moving towards 0.11 by 2022
* Maths Dis P8 to be better than -0.65/-0.39 in 2021 and moving towards 0.11 by 2022.
* Ebacc P8 to be better than -0.32 in 2021 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 to reduce from -0.41 in 2019 (non-disadvantaged national 0.11 / -0.30 SNCHS disadvantaged). National Gap in 2019 was -0.58
* Improve Persistent Absence of disadvantaged SNCHS (21.37% 2019) to non-disadvantaged national, 9.10% (2019) and at least below disadvantaged national of 24.7% (2019)
* Improve absence of SNCHS disadvantaged students (8.32%) to non-disadvantaged national of 4.50% (2019) and at least below national disadvantaged (8.20%)
* Reduction in exclusions of FSM SNCHS students (8.72%) to non-disadvantaged students of 3.83% and at least below FSM students of 13.76%

***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)

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|  | **Tactical**  **Priorities** | **Actions & Timescales** | **Evidence** | **Staff Lead**  *(Partners)* | **Resources**  **(Costs & Time)** | **Monitoring** |
| **1** | * **i) 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 (2022)** | * Appraisal objective 1 ensures all students making appropriate levels of progress. (class teacher / SL for dpt / SLT – link areas) (October 2020) * 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 (Throughout academc year) * Department SEF to have a PP impact statement and DIP to include PP focus with clear KPIs (SEF and DIP updates) * Lesson Observations/Work Scrutiny to include targeted PP students to show progress & inform future action planning (SEQA Calendar) | * Appraisal Objective outcomes * Outcomes Meeting Minutes * Progress Meeting Minutes * Governor QA notes | RW (NW)  SSp/ SLT Link  NW (SL) | £100  30 mins INSET | **Who?**  Govs SWP & Pay Panel  **How?**  Meeting Minutes  RW  SLT Link |
| **ii) 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 (throughout the academic year) | * Attendance to lessons by disadvantaged students increases * Lesson monitor for disadvantaged students shows increase in 4s, decrease in 2s and 1s 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 | **NW**  **(SL**)  DJ | Cost of frees for gained time staff | **Who?**  SLT – SEQA Links  **How?**  SEQA Meeting Minutes  SW&P |
| **iii) Using data from 3 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*   (Throughout the academic year) | * Schedules completed * Progress Review Meeting Minutes and Actions demonstrate gap closing - KPI | **NW/SSp**  (YL, LM, SENCO) | £350  Cover Costs – estimate £1500 | **Who?**  **How?**  SEQA / Gov SW&P |
| **iv) To ensure that all staff have access to necessary data for disadvantaged students to inform strategy and Intervention meetings across Yrs 7 – 11**  **One Page Profiles of all disadvantaged students to share with teaching staff to allow development of relationships & inform appropriate planning** | * T&M Schedule finalised * 3/4 Data capture points inform Intervention meetings (Throughout the year) * Baseline entry testing for disadvantaged student (October 2020) * Staff to have data rich planning/seating plans – SENcO to administer and ensure all disadvantaged students are in correct setting in ALL subjects (September 2020) * One Page Profiles to be completed by disadvantaged group through student voice and parent voice (Every half term) | * Data available and used by Subject Leaders, Class Teachers and key staff to inform Intervention for disadvantaged students * One Page Profiles on school network for all staff * Disadvantaged focus groups attendance is in line with non-disadvantaged students * Home visits conducted where necessary and home visit recorded via home visit form. * Daily Attendance monitoring by duty mentor – calls made to ‘vulnerable’ list * SIMS data to show which initiatives had a positive impact upon attendance | **NW**  (SL) | £100  4 hours INSET | **Who?**  **How?**  Twilight INSET S  SEQA Links with SLs |

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|  | **Tactical**  **Priorities** | **Actions & Timescales** | **Evidence** | **Staff Lead**  *(Partners)* | **Resources**  **(Costs & Time)** | **Monitoring** |
| **2** | **i) To ensure in English ‘differences’ are below national and closing rapidly**  **English Dis P8 to be better than -0.56/-0.44 in 2021 and moving towards 0.11 by 2022** | * DIP Key Priority and TLR Holder Appraisal Target 3 (October 2020) * Additional staffing within English department * *(EEF Toolkit + 3 months)* * *Extra teacher* * *Reading Club with non-form tutor weekly (K Roberts in Library) (October 2020)* | * Disadvantaged students to make appropriate progress in line with national * Attendance of these students to extra lessons (100%) * Students attend extra sessions. (90%) * Improvement in engagement and progress in line with peers | **NW/SSP**  (SL English) | 25% FTE M6 teacher £12354.5 incl oncosts  Plus cost of K Roberts for Form time | **Who?**  **How?**  SEQA / Gov SW&P |
| **ii) To ensure in Maths ‘differences’ are below national and closing rapidly**  **Maths Dis P8 to be better than -0.65/-0.39 in 2021 and moving towards 0.11 by 2022.** | * DIP Key Priority and TLR Holder Appraisal Target 3 (October 2020)   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) (September 2020)* | * Disadvantaged students to make appropriate progress in line with national * Attendance record of these students | **NW/SSp**  (SL Maths) | 25% FTE M6 teacher £12354.5 incl oncosts  Cost of one teacher to not be a form tutor to deliver these sessions (cost of 1 teacher for 2 hours per week | **Who?**  **How?**  SEQA / Gov SW&P |
| **iii) Using data from 3 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 (Throughout the year)* | * Schedules completed * Progress Review Meeting Minutes and Actions demonstrate gap closing - KPI | **NW**  (SLs, YL, SENCO, LM) | £350  Cover Costs – estimate £1500 | **Who?**  **How?**  SEQA / Gov SW&P |
| **iv) 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 (Sept 2020) | * See Catch up Strategy Impact Statement * Reading 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**  (SENCO) | £9641  (either 1 or two hours per week dependent upon whether students were attending eng and/or mat | **Who?**  **How?**  SEQA / Gov SW&P |

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|  | **Tactical**  **Priorities** | **Actions & Timescales** | **Evidence** | **Staff Lead**  *(Partners)* | **Resources**  **(Costs & Time)** | **Monitoring** |
| **3** | **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 2022**  **Ebacc P8 to be better than -0.32 in 2021 and moving towards 0.14 by 2022**  **Open Pillar to be better than -0.70/-0.48 in 2021 and moving towards 0.12 by 2022** | * New Progress Review Meetings following each T&M * SL/class teachers aware of potential underachievement to address in T&L * Learning Mentors deployed to support work of YL (Throughout the year) | * Improvement in disadvantaged students’ performance in T&M capture points * Teaching reviews and SEQA Questioning. | **NW/SSp**  (SLs, SENCO, YL, LM) | £350  Cover Costs – estimate £1500 | **Who?**  **How?**  SEQA / Gov SW&P |

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|  | **Tactical**  **Priorities** | **Actions & Timescales** | **Evidence** | **Staff Lead**  *(Partners)* | **Resources**  **(Costs & Time)** | **Monitoring** |
| **4** | **i)** **Maintain 100% disadvantaged students in EET**  **[October 2020]** | * Engage disadvantaged students’ parents/carers in school based activities and * Attendance tracking on school newsletter (form by form and year by year) | 100% attendance of disadvantaged Students  Attendance increasing across the school | **YL**  (LM) | £1,420 | **Who?**  NW  **How?**  SEQA / Gov SW&P |
| **ii) Increased engagement of disadvantaged students’ parents/carers from Year 7 onwards** | * To provide disadvantaged student summer school(July 2021) | Summer School in place and PP families targeted | **LJ**  (LM) | £2000 | **Who?**  DJ  **How?**  SEQA / Gov SW&P |
| **iii)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 (Each Year Group’s PE) | Increasing attendance of disadvantaged students’ parents/carers | **YL**  (LM) | £1420 | **Who?**  NW  **How?**  SEQA / Gov SW&P |
| * **iv)**  **Increase quality and quantity of careers advice** | * 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 * Careers information added to pastoral curriculum for all year groups * (Scheduled Progress meetings post T&M) | To maintain 100% disadvantaged students leaving SNCHS for EET | **CEIAG coordinator**  (A Senior) | Cost of changing Education (pro rata for DA students) and cost of updating SoL for SLs. (4 hours) | **Who?**  NW  **How?**  SEQA / Gov SW&P |

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|  | **Tactical**  **Priorities** | **Actions & Timescales** | **Evidence** | **Staff Lead**  *(Partners)* | **Resources**  **(Costs & Time)** | **Monitoring** |
| **5** | **i) First day response to include all disadvantaged students and those with historic levels of high absence** | * Vulnerable list to include all DA students as well as students with historical low levels of attendance (September 2018) * Text and Phone call to be made each day of absence (As required, daily) | * SIMS Initiatives – Report to show impact of text/calls | **YL**  (LM, Attendance Officer) | 2 hours Attendance Officer  2 LM hours | **Who?**  NW  **How?**  SEQA / Gov SW&P |
| **ii) Staged approach to attendance in line with new process & policy** | * FT – Issues Advice/Amber stage * YL – Issue Red Stage/LM initiate TAF * AHT – Issue Blue Stage/Referral to EWS (As required) | * Audit of Stages to correlate to number of broken weeks of students | **YL**  (FT, LM, Attendance Officer) | FT issuing of advice/amber stage letters  YL | **Who?**  NW  **How?**  SEQA / Gov SW&P |
| **iii) Use of FPNs/prosecution for students with unauthorised holidays and irregular attendance** | * Students issues with failed parenting/attendance contracts to be issued with FPN warning letter * FPN issued for holidays of 5 consecutive days or irregular attendance (As required) | * FPN Data * Audit of Blue Stage/Parenting – attendance contracts (CWAC) | **NW**  (YL, LM, Attendance Officer) | Meeting Time as required  Time for Attendance Officer to complete documents to send to LA | **Who?**  **How?**  SEQA / Gov SW&P |