

# Pupil premium strategy statement – Saint Pius X Catholic High School

1. Summary information					
Academic Year	2018/19	Total PP budget	£181,590	Date of most recent PP Review	N/A
Total number of pupils	653	Number of pupils eligible for PP	222 (34%) Funding for 197 93 FSM (14%)	Date for next internal review of this strategy	N/A
2. Attainment in most recent examination year (2017/178			Pupils eligible for PP	Pupils not eligible for PP (national average)	
% achieving 4+EM			48.3%	66.3%	
% achieving 5+EM			20.7%	37.8%	
Progress 8 score average			-0.63	-0.09	
Attainment 8 score average			35.82	44.56	

YEAR GROUP	No. of students	PP	FSM
11	128	32	17
10	128	47	18
9	132	46	16
8	135	50	18
7	130	47	24
	653	222 (34%)	93 (14%)

<b>Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>		
<b>A.</b>	Literacy and numeracy skills on entry to Y7 are typically lower for PP students. For current Y7 the proportion at the expected standard for RWM is 15 percentage points below other students with a difference of 14% points in maths, 11 in reading but only 7 in writing. In Y8 the difference in maths is similar but the biggest gap is then in writing rather than reading. In Y9 PP students are stronger in maths than other students.	
<b>B.</b>	LAC and those with mental health and other issues are not succeeding in mainstream education and finding appropriate alternative provision is not always leading to successful outcomes.	
<b>C.</b>	Attitudes and behaviour to learning tend to be less positive amongst PP students as reflected in behaviour statistics and exclusion data. This is also linked to increased risk factors re mental health issues.	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Attendance rates for PP students are lower across all year groups than other students. There is a subsequent impact on attainment and progress.	
<b>2. Desired outcomes</b> <i>(and how they will be measured)</i>		Success criteria
<b>A.</b>	Increased levels of progress in literacy and maths for Y7/8 students eligible for PP.	Y7/8 PP students make progress in reading through support programmes.
<b>B.</b>	Provision for those students experiencing difficulties enables them to achieve and have successful post-16 progression.	Alternative provision more carefully monitored to ensure curriculum is appropriate, attendance and progress more closely tracked. Students make suitable and successful post-16 transition.
<b>C.</b>	Expectations raised for PP students.	PP students have greater awareness of available opportunities and participate in them more.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Overall attendance for PP improves. Students with persistent absence no higher than the national average.

**REVIEW OF EXPENDITURE FROM 2017/18  
STRATEGIES THAT WILL CONTINUE IN 2018/19**

<b>CLASSROOM PEDAGOGY</b>				
<b>Desired outcome</b>	<b>Action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
Improved understanding and greater accuracy regarding the grade boundaries of new specifications in English and maths.	Department INSET for maths and English departments involving exam board representatives.	Improved knowledge and understanding of what is required to achieve different grades with the new specifications.	<ul style="list-style-type: none"> <li>Useful subject specific INSET.</li> </ul>	<b>£1,000</b>
Improved T&L with greater differentiation seen in lessons and, subsequently, better outcomes for students.	Department INSET time to embed intervention strategies, use of data to inform differentiation and revision strategies.	Improvements in T&L seen in key lessons.	<ul style="list-style-type: none"> <li>Analysis of the impact of activities is essential to ensure they are having the anticipated impact.</li> </ul>	<b>£1,000</b>
Improved T&L in maths.	Lesson study.	Greater degree of thought into how topics are taught, what misconceptions students may have and how to overcome them, greater precision and consistency in the language of maths.	<ul style="list-style-type: none"> <li>Very useful, though provoking CPD but time consuming.</li> </ul>	<b>£2,000 (cover)</b>
<b>TARGETED SUPPORT</b>				
<b>Desired outcome</b>	<b>Action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
Improved reading levels for students in Y7.	Accelerated reader.	Improvement in reading levels of all students.	<ul style="list-style-type: none"> <li>Must be clear on who is responsible for tracking progress.</li> <li>Effectiveness diminishes if IT resources are not readily available.</li> </ul>	<b>£1,475</b>
Improved literacy levels for students in Y7/8, including those with dyslexic tendencies.	Lexia online learning programme.	Improved literacy levels of students.	<ul style="list-style-type: none"> <li>Must be clear on who is responsible for tracking progress.</li> <li>Effectiveness diminishes if IT resources are not readily available.</li> </ul>	<b>£750</b>
Improved literacy skills for students in Y7-9.	Individualised 1:1 literacy programmes or in small groups (no more than 3 students) by withdrawal from lessons.	Consolidation of key skills with subsequent improvement in written work in subjects such as English.	<ul style="list-style-type: none"> <li>Ensure appropriate time for withdrawal.</li> <li>Ensure students see the benefits quickly to develop good 'buy-in'.</li> </ul>	<b>£25,480 (70%)</b>

Improved outcomes for maths GCSE.	Additional maths teacher to reduce group sizes and enable some additional intervention.	PP students to perform more in line with others.	<ul style="list-style-type: none"> <li>• Small group numbers not necessarily bringing improvement.</li> <li>• Need to focus on HAPP.</li> </ul>	<b>£49,775</b>
Improved outcomes for English GCSE.	1:1/small group intervention sessions.	PP students to perform more in line with others.	<ul style="list-style-type: none"> <li>• HAPP students need to be a particular focus.</li> </ul>	<b>£7,800</b>
Improvement in mental health issues for students.	Diocesan Counsellor.	Fewer students with anxiety around school and external circumstances.	<ul style="list-style-type: none"> <li>• Important to 'triage' students in order to make best use of available time.</li> </ul>	<b>£14,360</b>

## WHOLE SCHOOL APPROACHES

<b>Desired outcome</b>	<b>Action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
Improved tracking of interventions for behaviour.	LT appointment of SSC leader. Additional Pastoral Manager.	More accurate tracking of behaviour, subsequent actions and their impact, with a reduction in the number of behaviour issues.	<ul style="list-style-type: none"> <li>• Close tracking and immediate intervention is effective.</li> <li>• Continuing need to develop BM strategies with some staff.</li> </ul>	<b>£10,000</b>
Improved attendance of PP students.	Additional student support centre appointment. Clerical support.	Improving tracking of attendance of all groups of students with quicker responses to non-attendance and subsequent positive impact. Building better relationships with parents through more personalised approach.	<ul style="list-style-type: none"> <li>• Tracking system requires simplicity and transparency.</li> <li>• Tracking and subsequent analysis must be done frequently and regularly in order to act with impact.</li> </ul>	<b>£20,400 (Pastoral Manager) £3,000 (clerical)</b>
Alternative curriculum options.	Greater personalisation of the curriculum (e.g. school-based horticulture option and external work placements) for those students for whom full-time mainstream is not appropriate.	Improved attitudes in school, better attendance levels, and improved behaviour.	<ul style="list-style-type: none"> <li>• Much harder to source suitable alternatives.</li> <li>• Some students continue to lack the resilience to persevere when the</li> </ul>	<b>£15,000</b>

			placement provides challenges.	
PP students have opportunities to widen their awareness of and participation in aspiration raising activities and events.	Funding available to ensure access to extracurricular opportunities and resources such as peripatetic music lessons.	PP students have the same opportunities for enrichment activities as other students.	<ul style="list-style-type: none"> <li>PP students benefit more at times than other students (student voice).</li> <li>For some students/families asking for a small contribution adds value.</li> </ul>	<b>£15,000</b>

**TOTAL COST OF CONTINUING STRATEGIES: £167,040**

### STRATEGIES FROM 2017/18 WHICH WILL NOT CONTINUE

- **PET Xi HIGH-5 REVISION WEEK (£10,000)**
- **COMMANDO JOE (£11,000)**
- **BETTER LEARNERS: BETTER WORKERS (£3,000)**

### NEW STRATEGIES – PLANNED EXPENDITURE FOR 2018/19

<b>CLASSROOM PEDAGOGY</b>					
<b>Desired outcome</b>	<b>Action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved retention and retrieval skills amongst students.	CPD for staff. INSET time to develop strategies and resources.	EEF research, Wellcome Trust/SHU project.	<ul style="list-style-type: none"> <li>Accurate recording of INSET time and evaluation of impact.</li> </ul>	SMI/MUR	<ul style="list-style-type: none"> <li>December 2018</li> <li>March 2019</li> <li>July 2019</li> </ul>
				<b>Total budgeted cost</b>	<b>£10,000 (cover, resources, ROSIS, AQA courses)</b>

<b>TARGETED SUPPORT</b>					
<b>Desired outcome</b>	<b>Action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved attitudes to learning.	PiXL resources.	Evidence from PiXL.	<ul style="list-style-type: none"> <li>• Monitor activities.</li> <li>• Student voice.</li> </ul>	YAT	<ul style="list-style-type: none"> <li>• December 2018</li> <li>• March 2019</li> <li>• June 2019</li> </ul>
<b>Total budgeted cost</b>					<b>£3,000 (PiXL subscription)</b>
Improvement in speaking skills of students in Spanish.	Native Spanish speaker employed as TA for one day/week.	School's experience of the use of FLAs.	<ul style="list-style-type: none"> <li>• Observation.</li> <li>• Student voice.</li> <li>• Assessment data.</li> </ul>	BAS	<ul style="list-style-type: none"> <li>• January 2019</li> <li>• June 2019</li> </ul>
<b>Total budgeted cost</b>					<b>£2,500</b>

<b>WHOLE SCHOOL APPROACHES</b>					
<b>Desired outcome</b>	<b>Action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved wellbeing and ability to cope with exam pressure.	Associate assistant HT appointed to develop training and strategies to support students. Heartmath programme.	Increasing mental health issues in students at exam time, but also lower down in school also.	<ul style="list-style-type: none"> <li>• Observation of training.</li> <li>• Student voice.</li> <li>• Working with Diocesan wellbeing team.</li> </ul>	DAD/DIX	<ul style="list-style-type: none"> <li>• January 2019</li> <li>• April 2019</li> </ul>
<b>Total budgeted cost</b>					<b>£14,200 (AAHT) £4,000 resources £1,000 (cover costs)</b>

**TOTAL SPEND - £201,740**

## OUTCOMES FOR PUPIL PREMIUM STUDENTS

Attainment and progress scores	ATTAINMENT 8		PROGRESS 8	
	2017	2018	2017	2018
Pupil premium students	42.78	35.82	-0.087	-0.094
Other students	49.82	44.56	-0.637	-0.621
Difference between pupil premium and other students	-7.04	-8.74	-0.55	-0.53

% of students with positive progress 8 scores	MATHS		ENGLISH	
	2017	2018	2017	2018
Pupil premium students	34.4	34.5	34.4	44.8
Other students	36.7	51.5	41.8	37.1
Difference between pupil premium and other students	-2.3	-17	-7.4	+7.7