

Pupil premium strategy statement – Saint Pius X Catholic High School

1. Summary information					
Academic Year	2019/20	Total PP budget	£191,370	Date of most recent PP Review	N/A
Total number of pupils	650	Number of pupils eligible for PP	221	Date for next internal review of this strategy	September 2020
2. Attainment in most recent examination year (2018/19)			Pupils eligible for PP	Pupils not eligible for PP (national average)	
% achieving 4+EM			44.0%	63.1%	
% achieving 5+EM			20.0%	37.9%	
Progress 8 score average			-0.35	0.007	
Attainment 8 score average			36.39	47.01	

YEAR GROUP	No. of students	PP	FSM
11	128	49	18
10	128	40	16
9	133	46	21
8	129	43	26
7	132	43	26
	650	221 (34%)	107 (16%)

Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	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 18% points below other students with a difference of 12% points in maths, 19 in reading and 12 in writing. In Y8 the difference in maths is similar (14) but the biggest gap is in reading (19).	
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.	
C.	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.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance rates for PP students are lower across all year groups than other students. There is a subsequent impact on attainment and progress.	
2. Desired outcomes <i>(and how they will be measured)</i>		Success criteria
A.	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.	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.
C.	Expectations raised for PP students.	PP students have greater awareness of available opportunities and participate in them more.
D.	Increased attendance rates for pupils eligible for PP.	Overall attendance for PP improves. Students with persistent absence no higher than the national average.

PLANNED EXPENDITURE FOR 2019/20

CLASSROOM PEDAGOGY					
Desired outcome	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?
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"> Accurate recording of INSET time and evaluation of impact. 	MUR/BRO	<ul style="list-style-type: none"> December 2019 March 2020 July 2020
Total budgeted cost					£10,000 (cover, resources, ROSIS, AQA courses)

TARGETED SUPPORT					
Desired outcome	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?
Improved reading levels for students in Y7.	Accelerated reader.	Improvement in reading levels of students on the intervention previously.	<ul style="list-style-type: none"> Clear responsibility for tracking progress. IT resources readily available. 	ROB/KIN	<ul style="list-style-type: none"> December 2019 March 2020 July 2020
Total budgeted cost					£1,475
Improved literacy levels for students in Y7/8, including those with dyslexic tendencies.	Lexia online learning programme.	Improvement literacy levels of students on the intervention previously.	<ul style="list-style-type: none"> Clear responsibility for tracking progress. IT resources readily available. 	ROB	<ul style="list-style-type: none"> December 2019 March 2020 July 2020
Total budgeted cost					£750
Improved literacy skills for students In Y7-9.	Individualised 1:1 literacy programmes or in small	Proven consolidation of key skills with subsequent improvement in written work in	<ul style="list-style-type: none"> Ensure appropriate time for withdrawal. 	HAL	<ul style="list-style-type: none"> December 2019 March 2020

	groups (no more than 3 students) by withdrawal from lessons.	subjects such as English from previous intervention.	<ul style="list-style-type: none"> Ensure students see the benefits quickly to develop good 'buy-in'. 		<ul style="list-style-type: none"> July 2020
Total budgeted cost					£25,480 (70%)
Improved outcomes for maths GCSE.	Additional maths teacher to reduce group sizes and enable some additional intervention.	Maths outcomes improving.	<ul style="list-style-type: none"> Tracking of data. Observations. Work scrutiny. Student voice. 	PER	<ul style="list-style-type: none"> At calendared dates.
Total budgeted cost					£49,775
Improved outcomes for English GCSE.	1:1/small group intervention sessions.	English outcomes improving.	<ul style="list-style-type: none"> HAPP students need to be a particular focus. Tracking of data. Observations. Work scrutiny. Student voice. 	LOR	<ul style="list-style-type: none"> At calendared dates.
Total budgeted cost					£7,800
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"> Observation. Student voice. Assessment data. 	BAS	<ul style="list-style-type: none"> January 2020 June 2020
Total budgeted cost					£3,975
Improved attitudes to learning.	PiXL resources.	Evidence from PiXL.	<ul style="list-style-type: none"> Monitor activities. Student voice. 	YAT	<ul style="list-style-type: none"> December 2019 March 2020 July 2020
Total budgeted cost					£3,000 (PiXL subscription)
Improved attitudes to learning.	Think for the Future.	Alternative approach with external staff may work for some students. Focused programme of work with targets to be met by the company.	<ul style="list-style-type: none"> Tracking of data. Observations. Student voice. 	YAT	<ul style="list-style-type: none"> December 2019 March 2020 July 2020
Total budgeted cost					£7,410
Improvement in mental health issues for students.	Diocesan Counsellor.	Fewer students with anxiety in school.	<ul style="list-style-type: none"> Important to 'triage' students in order to make best use of available time. 	YAT/SSC	<ul style="list-style-type: none"> December 2019 March 2020 July 2020
Total budgeted cost					£14,360

WHOLE SCHOOL APPROACHES					
Desired outcome	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?
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"> • Close tracking and immediate. • Continuing development of BM strategies with some staff. 	YAT	<ul style="list-style-type: none"> • December 2019 • March 2020 • July 2020
Total budgeted cost					£10,000
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"> • Tracking system requires simplicity and transparency. • Tracking and subsequent analysis must be done frequently and regularly in order to act with impact. 	DIX/LOV	<ul style="list-style-type: none"> • Half-termly.
Total budgeted cost					£20,400 (Pastoral Manager) £3,000 (clerical)
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"> • Ensure suitable alternatives. • Regular monitoring of placements. 	YAT	<ul style="list-style-type: none"> • Half-termly.
Total budgeted cost					£15,000
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"> • Ensure PP are encouraged to apply and parents/carers know financial support is available. 	SLT/LAW	<ul style="list-style-type: none"> • Termly.
Total budgeted cost					£15,000

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"> • Observation of training. • Student voice. • Working with Diocesan wellbeing team. 	DAD/DIX	<ul style="list-style-type: none"> • January 2020 • June 2010
Total budgeted cost					£14,200 (AAHT)

TOTAL SPEND - £201,625

OUTCOMES FOR PUPIL PREMIUM STUDENTS

MEASURE	PROGRESS 8		EXCLUSIONS		ATTENDANCE	
	2018	2019	2018	2019	2018	2019
Pupil premium students	-0.621	-0.351	83%	60%	90.8%	90.2%
Other students	-0.094	0.007	17%	40%	93.4%	94.1%