

# St John Plessington Catholic College Pupil Premium Strategy Statement 2018-19

1. Summary information					
School	St. John Plessington Catholic College				
Academic Year	2018/19	Total PP budget	£335,865	Date of most recent PP Review	09/18
Total number of pupils	1545	Number of pupils eligible for PP	358	Date for next internal review of this strategy	03/19

2. School Performance 2017-18		
	Pupils eligible for PP at SJP	National Average for Pupils not eligible for PP
% Achieving Standard Pass in English and Maths	43%	71.5%
% Achieving Strong Pass in English and Maths	22.5%	50%
% Achieving Standard Pass EBacc	17.5%	28%
% Achieving Strong Pass EBacc	7.5%	20%
Progress 8 score	0.07	0.13
Attainment 8 score	42.5	50.1

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Curriculum: High ability males who are eligible for PP are making less progress compared to national 'other' pupils in some subject areas. Curriculum: Disadvantaged pupils of all abilities are making less progress compared to non-disadvantaged pupils in the school.

<b>B.</b>	Teaching and Learning: Literacy levels for some pupils eligible for PP are lower than for non-disadvantaged pupils.
<b>C.</b>	Wider Outcomes: Restricted access to opportunities for educational and cultural enrichment beyond the formal curriculum for disadvantaged pupils.
<b>D.</b>	Behaviour and attendance: to reduce the number FTEs for disadvantaged pupils.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance: Improve the overall attendance of disadvantaged pupils. Reduce PA of disadvantaged pupils.
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )	
	<b>Success criteria</b>
<b>A.</b>	Improvement in the attainment of high ability males in receipt of the Pupil Premium.
<b>B.</b>	Improvement in the progress and attainment of middle and high ability disadvantaged pupils in Humanities and MFL.
<b>C.</b>	Increased participation in the engagement of disadvantaged children in learning opportunities beyond the classroom.
<b>D.</b>	Maintenance and improvement of engagement levels.
<b>E.</b>	Maintenance and improvement of the attendance figures for pupils .
	The attainment of high ability males in receipt of the Pupil Premium more closely aligns with the national figures for non-disadvantaged pupils.
	The indicator data for progress and attainment of middle and high ability disadvantaged pupils shows an improvement.
	Improvement in participation rates in additional teaching sessions and extra curricular activities.
	Improvement in progress & exclusion data.
	Indicator data shows improvement.

5. Planned expenditure					
Academic year					
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.					
<b>i. Quality of teaching for all</b>					
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 time of individualised in-class support to facilitate feedback and collaborative learning	Reduction in class sizes through additional recruitment of staff in English, Maths, Sciences and Humanities	EEF – Reduction in Class Sizes (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review) EEF – Feedback (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review)	Through a scheduled programme of formal lesson observations and snapshot observations of teaching. Through review of data (every 7 weeks as per the LP Cycle) and ‘Where are we now’ sessions	DHT/AHT/HODs	As part of the SJP 7 week LP cycle (schedule of totem pole meetings, AIM meetings)
Improvement in outcomes for pupils in Humanities/MFL department	Restructure of department as Faculty, recruitment of Faculty Director, recruitment of Director of MFL, recruitment of Lead Practitioners.	ASP data indicates that this is an area requiring improvement Recruitment of additional experienced staff to provide informed support within the department as well as drawing on professional experience for in-class quality	Through regular (weekly) line management meetings using the in school accountability structures This will include 7 weekly progress reviews for all pupils through data collection and ‘Where are we now’ sessions	AHT line management, Faculty Director	As part of the SJP 7 week LP cycle (schedule of totem pole meetings, AIM meetings)
Improved provision for learning through further focus on differentiation	All staff to be part of a PLC to develop practice as part of their continued CPD.	EEF – Feedback (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review) Enhanced quality of classroom provision EEF – Homework Secondary (rated as +5)	Whole school approach to T & L developments through team of Lead Practitioners and staff being part of their PLC. Quality review of existing resources and thorough research of additional Monitoring of participation and engagement	AHT for Lead Practitioners AHT – library provision	Spring and Summer terms 2019

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen 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 engagement with learning and corresponding progress	Deployment of specialist staff: Learning Coach (additional focus) Deployment of specialist staff: Chaplain (additional) Deployment of specialist staff: Every Child Matters Co-ordinator	EEF – Reduction in Class Sizes (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review) Meta-cognition and Self-Regulation (+8 rating) EEF – Social and Emotional Learning (rated as +4 in Teaching and Learning Toolkit research review)	Through regular (weekly) line management meetings using the in school accountability structures for pastoral systems This will include 7 weekly progress reviews for all pupils through data collection and 'Where are we now' sessions	DHT, AHT, HOLS	As part of the SJP 7 week LP cycle (schedule of totem pole meetings, AIM meetings)
Improved literacy levels	Provision of small class sizes in English, with phonics focus; Provision of specialist literacy additional sessions (LEXIA); whole-school literacy focus	EEF – Reading Comprehension Strategies (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review) as well as Phonics (+4 rating) and Small Group Tuition (+4 rating)	Schedule of formal and snapshot lesson observations Review of cohort selection for intervention This will include 7 weekly progress reviews for all pupils through data collection and 'Where are we now' sessions	AHT, Dir English	As part of the SJP 7 week LP cycle (schedule of totem pole meetings, AIM meetings)
Improved progress and attainment	Embedding of 'flightpaths' model of progression Y7-11 (including stickers) Targeted programme of additional support and intervention with timely identification	Progression against minimum expectation of 'SJP baseline'. PP pupils supported and pushed through joint approach both in class and in pastoral support to achieve outstanding progress on flightpaths Proven track record of success with identified pupils based on diagnostic approach. Pupil feedback identifies helpfulness of sessions and culture of aspiration and improvement	Through regular (weekly) line management meetings using the in school accountability structures for curriculum and pastoral systems This will include half termly progress reviews for all pupils through data collection and 'Where are we now' sessions	DHT, AHT, HOL, HOD	As part of the SJP 7 week LP cycle (schedule of totem pole meetings, AIM meetings)

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen 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 attendance	Deployment of specialist staff: Every Child Matters Coordinator and Attendance Coordinator	Experience of the school shows the impact that working with specialist staff has on securing and maintaining attendance for cohort	Attendance focus in weekly pastoral review (HOL, AHT, DHT meetings) Schedule of AIM Attendance meetings	DHT, AHT pastoral	Weekly reports produced Termly AIM Half termly team meetings (curriculum & pastoral leaders)
Improved access to enrichment activities to support learning exploration and develop cultural capital through the SJP Experience	A range of further projects and initiatives funded through the PP, including support for a systematic programme of extracurricular learning (the 'SJP Experience') incorporating a school-wide commitment to Outdoor Adventure Learning (primarily DofE Award programme), Peer Tutoring. Further activities linked to Social & Emotional Learning & use of Digital Technology	Experience of the school shows the positive impact of learning outside the regular curriculum in terms of engagement and, consequently, academic outcomes which also reflect the character development involved. EFA - Outdoor Adventure Learning (rated as +3 in Sutton Trust/EEF Teaching and Learning Toolkit research review); Peer Tutoring (+6 rating); Social & Emotional Learning (+4 rating); the use of Digital Technology (+4 rating);	Planning and review of quality and participation from AHT responsible for Trips and Visits working alongside AHT line managers with overview of extended learning opportunities. Staff given time in allocation to ensure high quality provision	AHTs	Termly through AIM structures and pastoral reviews Annual review of extra curricular and extended learning (Summer term)

## 6. Additional detail

### Proposed spending of our allocation 2018-19

Detail	No	Total
English Teacher	2	£76,312.66
Maths Teacher	2	£79,393.36
Maths Teaching Assistant to support additional interventions	1	£17,232.55
Science Teacher	1	£30,105.19
Humanities Teacher	1	£30,105.19
Lexia Intervention strategist (including contribution from Catchup Funding)	1	£43,477.68
Lexia Intervention strategist	1	£27,830.37
Chaplain	1	£37,192.85
Additional Learning Coach	1	£34,239.66
ECM Co-ordinator	1	£37,332.60
Attendance Co-ordinator	1	£34,544.67
SJP Experience	1	£15,301.50
D of E	1	£15,301.50
Lexia resources	1	£12,241.20
GRAND TOTAL		£490,610.98