



Pupil premium strategy statement: School: St John's Catholic Comprehensive School

1. Summary information					
School	St John's Catholic Comprehensive School				
Academic Year	2017-18	Total PP budget	£253,975	Date of most recent PP Review	9/2017
Total number of pupils (Years 7-11)	937	Number of pupils eligible for PP (Years 7-11)	291 (31%)	Date for next internal review of this strategy	9/2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Basics 4+ English & Maths	30%	59%
% achieving Basics 5+ English & Maths	17%	31%
Progress 8 score average (from 2016/17)	-0.55	+0.43
Attainment 8 score average (from 2016/17)	34.03	44.36

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Overall progress rates across 'best 8' subjects
B.	Behavioural and wellbeing difficulties of pupils affecting their academic progress and that of their peers.
C.	Aspirations of pupils and parents (some not all)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rate gap between PP and non-PP across all year groups

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the Progress8 score of Year 11 pupils so that it is closer to '0'	Improve from -0.55 to at least -0.3 in the Summer 2018 results
B.	Behavioural & wellbeing difficulties of pupils addressed in a proactive manner	Reduce instances of FTEs, HT detentions and exits by a minimum of 30% through a greater emphasis on rewards, as well as a proactive response to tackling students of concern through our considered use of internal and external resources (without changing recording practices or standards).
C.	Aspirations of pupils and parents (some not all), to show a measurable improvement	Attendance at information evenings, parents' evenings and other whole school events to improve to highlight increased parental engagement.
D.	Attendance rate gap between PP and non-PP across all year groups to close.	96% for years 7-11 (94 % for PP pupils) and 97% for Years 7 & 8 (95% for PP pupils). Reduction by 20% of those pupils whose attendance is below 95% across the course of the year.

You may have more than one action/approach for each desired outcome.

5. Planned expenditure

Academic year

2017/18

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.

i. 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?
<p>High quality effective next steps feedback (PM/PF/T).</p> <p>100% of staff to achieve to achieve two or more 'Good' or 'Outstanding' judgements on marking scrutines during this academic year.</p>	<p>Improve the quality and consistency of feedback across all subjects and all key stages.</p>	<p>Education Endowment: +8 Effective Feedback</p>	<p>Through our cycle of observations and marking scrutines.</p>	<p>LW (Head of T&L)</p>	<p>After each round of observations & marking scrutines. Our SDP will be formally reviewed in Sept. 2018 in conjunction with our Summer 2018 exam analysis.</p>
<p>100% of teachers to achieve two "good" or better outcomes in the <u>Teaching and Learning</u> element of lesson observations this academic year.</p>	<p>Improve the quality and consistency of T&L across the school</p>	<p>QFT (Quality First Teaching) which meets the needs of all learners is proven to be more effective than intervention.</p> <p>Also, Education Endowment: +8 Effective Feedback – clearly a vital part of effective teaching.</p>	<p>Quality CPD for staff will ensure that all staff are supported in reaching this standard. The SLT will monitor the implementation and impact through lesson observations, learning walks and marking scrutines, and use data to assess the learning and progress of learners and intervene as required.</p>	<p>LW (Head of T&L)</p>	<p>After each round of observations as well as through termly Milestone data. Formal review of our SDP will take place in Sept 2018.</p>

All teaching staff to be setting regular homework that effectively consolidates and furthers learning (including clear elements of challenge).	Improve the quality and consistency with regards to the setting of homework, including the incorporation of challenge elements.	Also, Education Endowment: +5 Homework	Regular reports from Show My Homework will be monitored and intervention will take place if and when necessary. Additionally, the setting of homework will be monitored through marking scrutinies.	LW (Head of T&L)	At regular intervals throughout the academic year. Formal review of our SDP will take place in Sept 2018.
Total budgeted cost					Refer to staffing costs
ii. 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?
To improve the Progress8 score of Year 11 pupils so that it is closer to '0'	A range of targeted, small group interventions delivered by staff and 6 th form students across a range of subjects throughout the academic year.	Education Endowment: +4 Small group tuition +5 Peer tutoring	Co-ordinated by Key Subject Leaders/SA (KS4 Leader)/ARO (Head of Year 11)	DW/SA/ARO	Aug/Sept 2018
Engaged and motivated students (Behavioural & wellbeing difficulties of pupils addressed in a proactive manner)	Drive on positive rewards across the school. Targeted after school intervention sessions incorporating the use of rewards. Use of online tools such as MathsWatch to encourage independent study.	Education Endowment: +4 Small group tuition +8 Meta cognition & self-regulation	Positive rewards led by MO (Senior Deputy Head) Other interventions led by Key Subject Leaders/SA (KS4 Leader)/ARO (Head of Year 11)	MO/DW/SA/ARO	Aug/Sept 2018

Total budgeted cost					£244,102 Staffing, this is teaching, pastoral care and supporting in classrooms with the use of LSA provision. £1,965 Rewards, to
iii. 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?
Smaller group sizes across the core in years 7-11.	Employment of extra staff across the core areas in years 7-11 in order to reduce class sizes.	Educational Endowment: +3 Reducing Class Size	Staffing, timetabling and budget.	DW/MB	Sept 2018
Improved attitudes and confidence in school.	Positive rewards system. Social & emotional learning (Pastoral support/Headstart programme/chaplaincy/professional counselling/parental engagement opportunities/career advice)	Educational Endowment: +4 Social & Emotional Learning +1 Mentoring +3 Parental involvement	Parental meetings/Peer mentoring/proactive work undertaken by Pastoral teams across the school/ full implementation of Headstart programme/ regular review of pastoral systems.	MO/OK/MK	Sept 2018
Improve our whole school attendance figures in addition to the attendance rates of PP students.	Regular monitoring of attendance figures (both individual and of cohorts), intervening where necessary. Proactive work of our Family Attendance Officer – liaising with YLs/PMs/Senior Deputy Head/external KCC support. Broad extra-curricular	+8 Meta-cognition and Self-regulation	Regular monitoring of data as well as monitoring the wide range of intervention that is put in place to address this area.	MO/FAO/YL	

<p>Increased opportunities and aspirations (extra-curricular & enrichment programmes).</p> <p>Ensuring students are able to make full use of learning opportunities available.</p>	<p>programme including Sports/Arts/UCL 'raising aspirations project (to start in Feb 2018)</p> <p>Support of trips, clothing and food.</p>	<p>+2 Arts & Sport participation</p> <p>Enable students to be ready to learn and make the most of the opportunities offered.</p>	<p>Regular review of extra-curricular provision and proactive encouragement of the engagement of PP students. Develop a close working relationship with UCL.</p> <p>Individual knowledge of students through our wide range of pastoral staff.</p>	<p>DW/MB</p> <p>MO/OK/YLs/PMs</p>	
Total budgeted cost					<p>£540 Homework Club, 5 nights per week.</p> <p>£400 Chaplaincy Support team.</p> <p>£3,500 Welfare Team.</p>

Previous Academic Year			
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned

<p>Improved progress8 score for Year 11 cohort in August 2017.</p>	<p>A range of interventions were put in place to support the outcomes/rates of progress of our examination cohorts.</p>	<p>Overall school P8 score was positive (+0.14), however our P8 score for PP students was disappointing (-0.55).</p>	<p>It is clear from these outcomes that the range of support provided to our PP students hasn't been enough to close the GAP between PP and non-PP students. Whilst it is clear that this is both a national and county issue, as a school we have a duty of care to do even more to provide the support needed for this cohort of pupils.</p> <p>As such, this year we have developed an even wider range of strategies across the whole school that we are striving to embed and refine in order to close this progress GAP.</p> <p>Fundamental to this programme is a greater awareness between staff, students & parents in the importance of excellent attendance (above 95%) across all years of one's education – intervening and educating where necessary. Additionally, raising the levels of aspiration (which links in with attendance) amongst certain families is also a key factor.</p>
<p>Improve the quality of feedback across the whole school through marking as well as the quality of teaching and learning across all key stages.</p>	<p>Invest in high quality CPD and resources so that all staff are fully equipped to ensure that new and effective developments in pedagogy can be implemented.</p> <p>Have clear and consistent systems to monitor practice and support staff in delivering QFT and effective feedback which is acted upon by all students.</p>	<p>Our whole school progress rates at KS4 (+0.14) and KS5 (+0.17) were encouraging, and our in-house observation data would indicate that over 80% of T&L and marking was consistently 'good' or better.</p>	<p>Once again, due to the fact that our Year 11 PP students underperformed as a group at the end of KS4, the work in this area must continue to improve.</p> <p>It is understood by the leadership of the school, that the progress of students is affected by the quality of T&L/Feedback they experience throughout their whole schooling, therefore we must do all we can to ensure that the provision of each child is at least 'good' each lesson each day.</p> <p>We aim to be more proactive this year in targeting support through our T&L team to work with staff who are not meeting the expectations of the school on a daily basis in an effort to address this issue.</p>

6. Additional detail

High aspirations for all, supported by an inclusive ethos create a positive environment for learning. Ensuring Quality First Teaching (QFT) with effective feedback is vital when enabling all students to make progress.

At St John's, there is a definite perception amongst all stakeholders that the quality of education we offer is improving each year, however there is clearly more that needs doing, particularly with our support of this key group. I am extremely confident that the additional measure that have been put in place this year to support PP students will have a positive impact in the Progress8 score of our Year 11 pupils this academic year and we will continue to reflect, refine and embed our practice in the future to continue to support this group of students as well as all students at St John's.