St Damian's RC Science College

PUPIL PREMIUM

STRATEGY STATEMENT

2016-2017

REVIEW DATES:

HT1 - Oct 2016
HT2 - Dec 2016
HT3 - Feb 2017
HT4 - Apr 2017
HT5 - May 2017
HT6 - July 2017

Pupil Premium Plan
2016-2017

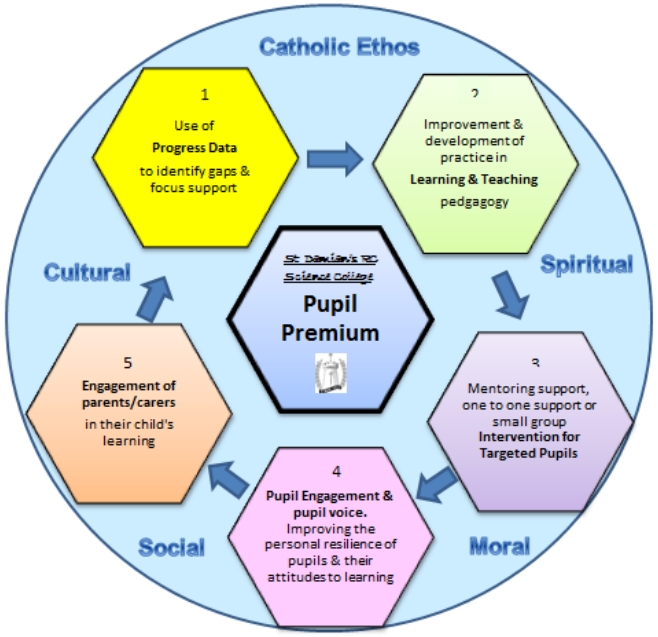
Overview

- Pupil Premium pupils form 28% of the St. Damian's R.C. College population
- Year 7 (40), Year 8 (33), Year 9 (49), Year 10 (52) and Year 11 (55). Total 229 students.
- The College has been allocated £199,815. for the academic year 2016/17 from Tameside LA
- LAC funding of £13,300- 7 pupils
- Funding for Service Children £600
- Strategies are based on the Teaching & Learning Toolkit published by the Education Endowment Fund
- Expenditure is outlined in all five sections of the plan. Certain strategies are given individual costings

Impact Report

The Pupil Premium Impact Report focuses on 5 key actions as highlighted in 'St. Damian's Pupil Premium Strategy' diagram.

The five units of the Pupil Premium Impact Report are colour-coded accordingly.



Template below taken from: National College for Teaching & Leadership / Teaching Schools Council

1. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Key Focus on progress of 'groups' of underachieving PP learners Y7 • KS2>3 Transition • 21/40 pupils in Y7 with Below Expected Progress in KS2 English • 13/40 pupils in Y7 with Below Expected Progress in KS2 Maths Y8 • Progress of Middle Ability boys [including SEN] Y9 • Progress of Middle Ability Y10 • Progress of High & Middle Ability Underachievers [17 targeted pupils – 9MA, 8HA, 6 with attendance <90%, 4SEN] Y11 • Progress & Attainment of High Ability Pupil Premium to increase performance at A/A* [14 targeted pupils] • Progress of Middle Ability Underachievers [9 targeted pupils – 4SEN]
B.	Some PP learners do not maximise response to high quality teaching, learning & feedback
C.	PP learners with lower levels of Literacy, Numeracy, homework and organisational skills
D.	PP learners with social & emotional issues & low aspirations that are having a detrimental effect on learning
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E.	PP learners requiring attendance and welfare support

2. Desired outcomes *(desired outcomes and how they will be measured)*		Success criteria
A.	Increase Progress and Attainment of PP pupils in all Year Groups	• Y7 PP pupils entering 'Below', make at least 'Expected progress' in English & Maths • Y8 PP MA Boys make improved levels of progress across the curriculum • Y9 PP MA make improved levels of progress across the curriculum • Y10 PP MA make improved levels of progress across the curriculum • Y11 PP HA achieve A/A* across subjects at GCSE • Y11 PP MA increase progression levels across the curriculum
	High Quality Learning & Teaching & Feedback to Ensure Access for All Learners	• Improvements in quality of PP learners work as evidenced by MPP
	Mentoring, Intervention & Targeted Learning	• Improved skills in Literacy & Numeracy as evidenced by the HT Intervention Report
	Pupil Engagement & Pupil Voice	• PP Learners with social & emotional issues engage successfully with school as evidenced by HOY RAPs, Case Studies & Ambrose Records
	Engagement of Parents/Carers in Child's Learning	• High Levels of PP attendance in each Year Group 95%+

3. Planned expenditure	
Academic year	£199,815

i. Increase Progress and Attainment of PP pupils in all Year Groups

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?
High levels of progress in Literacy in Y7-9	Lexia Fresh Start Phonics Accelerated Reader Teacher led Literacy intervention	EEF Evidence: • Mastery Learning • Peer Tutoring • Reading comprehension Strategies Rationale: • 21 pupils in Y7 'Below Expected 'at KS2 • Strong foundations at KS3 to improve SPAG outcomes at KS4	• Monitoring of intervention sessions • Half termly reports from Staff Lead • Progress Check Data in English	MYS CWD CWD/STE DGN	HT1 - Oct 2016 HT2 - Dec 2016 HT3 - Feb 2017 HT4 -Apr 2017 HT5 - May 2017 HT6 - July 2017
High Levels of progress in Numeracy in Y7-9	Numeracy Ninjas Mymaths Teacher led Numeracy Intervention	EEF Evidence • Mastery Learning • Peer Tutoring Rationale: • 13 pupils in Y7 'Below Expected 'at KS2 • Strong foundations at KS3 to improve outcomes at KS4 e.g. EBacc subjects [Maths, Science, Geography]	• Monitoring of intervention sessions • Half termly reports from Staff Lead • Progress Check Data in Maths	NTE	HT1 - Oct 2016 HT2 - Dec 2016 HT3 - Feb 2017 HT4 -Apr 2017 HT5 - May 2017 HT6 - July 2017
Improved rates of progress across KS3 for PP learners [including High Ability]	Use of transition matrices for tracking PP SISRA Reports Subject Intervention HOY Intervention & PP RAPS, Staff Briefings	Rationale: • Specific focus on progress & attainment of PP • Effective academic and pastoral support of PP pupils • Effective communication of barriers & strategies to overcome them	• Monitoring of PP progress & attainment data by DHT • Monitoring of impact of subject intervention – Progress Checks • Monitoring of impact of HOY intervention – RAPS • Lesson observations / MPP	MHW	HT1 - Oct 2016 HT2 - Dec 2016 HT3 - Feb 2017 HT4 -Apr 2017 HT5 - May 2017 HT6 - July 2017
Improved rates of progress across KS4 for PP learners [including High Ability]	Progress 8 & Attainment 8 Reports for Y10 & Y11 Subject Intervention HOY Intervention & PP RAPS, Staff Briefings Y11 HA Literacy Groups	Rationale: • Pupils make at least expected / exceed Expected Progress • Effective academic and pastoral support of PP pupils • Effective communication of barriers & strategies to overcome them	• Monitoring of PP progress & attainment data by DHT • Monitoring of impact of subject intervention – Progress Checks • Monitoring of impact of HOY RAPS • Lesson observations/MPP	MHW	HT1 - Oct 2016 HT2 - Dec 2016 HT3 - Feb 2017 HT4 -Apr 2017 HT5 - May 2017 HT6 - July 2017
				• **Total budgeted cost**	£60,550

ii. High Quality Learning & Teaching & Feedback to Ensure Access for All Learners

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?
Effective differentiation increases levels of PP pupil progress	Differentiation	EFF Evidence • Collaborative Learning Rationale: • Pupil needs are identified and addressed through high quality teaching & learning	• Lesson Observations • Learning Walks • MPP • Pupil Voice	SKY	HT1 - Oct 2016 HT2 - Dec 2016 HT3 - Feb 2017 HT4 -Apr 2017 HT5 - May 2017 HT6 - July 2017
PP Pupils improve learning in response to constructive feedback	Marking for Literacy	EEF Evidence • Feedback • Meta-cognition and self - regulation Rationale: • Pupils are given advice on how to improve and improve learning further	• Lesson Observations • Learning Walks • MPP • Pupil Voice	SKY	HT1 - Oct 2016 HT2 - Dec 2016 HT3 - Feb 2017 HT4 -Apr 2017 HT5 - May 2017 HT6 - July 2017
PP pupils engage effectively in lessons in response to targeted questioning	Targeted Questioning	EEF Evidence • Oral Language Interventions Rationale: • Pupils encouraged to think more deeply and give extended answers attaining at higher level s in examinations	• Lesson Observations • Learning Walks • MPP • Pupil Voice	SKY	HT1 - Oct 2016 HT2 - Dec 2016 HT3 - Feb 2017 HT4 -Apr 2017 HT5 - May 2017 HT6 - July 2017
			Total budgeted cost	£59,942	

iii. Mentoring, Intervention & Targeted Learning

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?
Pupils develop independent learning skills	Homework Club/Study Club	EEF Evidence: • After School Programmes • Homework (Secondary) Rationale: • Pupils take responsibility for extending own learning	• Tracking of attendance at HWK club • Pupil Voice • MPP • ASPIRE points	HOY 7-11	HT1 - Oct 2016 HT2 - Dec 2016 HT3 - Feb 2017 HT4 -Apr 2017 HT5 - May 2017 HT6 - July 2017
Effective revision for linear examinations	Revision classes	EEF Evidence: • After School Programmes Rationale • Structured opportunities outside lessons to increase levels of progress and attainment	• HOY & Subject monitoring of attendance at revision classes • Tracking of pupil progress via teacher voice	HOY 11	HT1 - Oct 2016 HT2 - Dec 2016 HT3 - Feb 2017 HT4 -Apr 2017 HT5 - May 2017 HT6 - July 2017

Lower Ability pupils increase levels of Literacy & as a result have improved curriculum access to all Subject Areas	Literacy Curriculum for Lower Ability	EEF Evidence: • Reducing Class size Rationale • Literacy needs are addressed in smaller pupil groupings • Literacy skills transferable to other curriculum areas	• Lexia reports • Learning Walks • Teacher voice • Pupil work	CWR	HT1 - Oct 2016 HT2 - Dec 2016 HT3 - Feb 2017 HT4 -Apr 2017 HT5 - May 2017 HT6 - July 2017
				Total budgeted cost	£39,780

iv. Pupil Engagement & Pupil Voice

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?**
Ambrose packages support pupils to engage positively in Learning	Personalised Ambrose packages to address individual pupil needs	EEF Evidence • Behaviour Interventions Rationale: • Pupils presenting with personal barriers need support and intervention to deal with family / personal issues and adapt behaviours affecting learning in the classroom e.g. anger issues, lack of focus, social issues • Improved attitude to learning • Improved social interaction and peer relationships	• Daily monitoring of Ambrose by AHT i/c Inclusion • Inclusion folder /Staff Shared Area • Pupil Voice • Feedback from Subject teachers / FT/ HOY	MBS	HT1 - Oct 2016 HT2 - Dec 2016 HT3 - Feb 2017 HT4 -Apr 2017 HT5 - May 2017 HT6 - July 2017
Pupils are well prepared for the next stages of education, training & employment	One to one Careers interviews with Positive Steps CEIAG Curriculum ASPIRE Days Options Advice Post 16 Transition	EEF Evidence • Aspiration Interventions Rationale: • Pupils need to be given the confidence to pursue high aspirations • Pupils know pathways available to them • Increased self-esteem, motivation and engagement	• DHT meetings with Positive Steps • Pupil voice feedback	MHW	HT1 - Oct 2016 HT2 - Dec 2016 HT3 - Feb 2017 HT4 -Apr 2017 HT5 - May 2017 HT6 - July 2017

Pupils benefit from social & emotional support and are engaged effectively in learning	School Counsellor Health Mentor Youth in Mind Youthink Early Help	EEF Evidence • Social & Emotional Learning Rationale: • Outside expertise from external agencies as well as the work of the Student Support Officer is needed to tackle the ever increasing demand from social, emotional & mental health issues	• Daily monitoring of Ambrose by AHT i/c Inclusion • Inclusion folder /Staff Shared Area • Pupil Voice • Feedback from Subject teachers / FT/ HOY	MBS	HT1 - Oct 2016 HT2 - Dec 2016 HT3 - Feb 2017 HT4 -Apr 2017 HT5 - May 2017 HT6 - July 2017
				Total budgeted cost	£15,218

v. Engagement of Parents/Carers in Child's Learning

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?
High Levels of attendance in school	Attendance tracking Services of Attendance Officer Parental contact Rewards	EEF Evidence: • Parental Involvement Rationale: • High levels of attendance maximises pupils' chances of high levels of progress and attainment	• Weekly monitoring of attendance by AHT i/c Inclusion • Registers • Records of attendance intervention • Attendance update in HT PP Report	SHR	HT1 - Oct 2016 HT2 - Dec 2016 HT3 - Feb 2017 HT4 -Apr 2017 HT5 - May 2017 HT6 - July 2017
Reduction in Fixed term exclusions	Ambrose support	EEF Evidence: • Parental Involvement Rationale: • Pupils adapt behaviours with support • Increase in school attendance	• Monitoring of Exclusion Records • Monitoring of Seclusion Records • Monitoring of Ambrose	MBS	HT1 - Oct 2016 HT2 - Dec 2016 HT3 - Feb 2017 HT4 -Apr 2017 HT5 - May 2017 HT6 - July 2017
Involvement of parents to identify and reduce barriers to learning	Parental Interviews Y6>7 Transition Information Evenings	EEF Evidence: • Parental Involvement Rationale: • College supports the child and the parent in partnership	• SLT line management of HOY • HOY PP RAPS • HOY Records • Progress Checks	HOY	HT1 - Oct 2016 HT2 - Dec 2016 HT3 - Feb 2017 HT4 -Apr 2017 HT5 - May 2017 HT6 - July 2017
Resources made available to pupils who need them to support pupils' progress and engagement.	Revision Resources Subject Subscriptions e.g. MyMaths Music lessons	EEF Evidence: • Parental Involvement Rationale: • Equality of access to resources • Pupils are well supported in learning	• Finance records on PP spending	AON	HT1 - Oct 2016 HT2 - Dec 2016 HT3 - Feb 2017 HT4 -Apr 2017 HT5 - May 2017 HT6 - July 2017
				Total budgeted cost	£24,325