



PUPIL PREMIUM – Impact report 2016-2017

How St Philip Howard has spent the funding during 2016-2017 (£120,489)

While the focus of St Philip Howard is rightly on raising attainment of the pupils eligible for the funding, the Academy's mission is also to educate the whole child and to respond to the needs of each child as a unique individual. Therefore, our funding is mainly spent on raising attainment but also on improving attitudes to learning and wider participation in school life, as well as removing barriers to learning and improving pupils' well-being.

Summary of spending

- Higher profile with staff- employment of two members of staff as PP Champions
- Employment of experienced teachers in key areas within the school
- Peer mentoring – to do peer reading and work with younger pupils
- Build on the work of parental involvement by holding revision skills workshop for KS4 parents
- Funding to be spent on Uniform/Trips/Music lessons/Catering ingredients/Prom tickets
- Alternative curriculum pathways for some pupils including Dolomite Course, ASDAN and Work Placements
- A reward system for attendance and work- Reward trips
- Staff CPD on teaching and learning
- Accelerating Reading Programme
- One to one tuition
- Outside agency to address motivation and revision techniques
- Counsellor 2 days a week
- Revision Guides for all PP pupils for every subject in KS4
- Emotional Literacy books
- Laptops for PP pupils to access
- Educational assessments
- External agencies Intervention days for English and Maths
- Football Coaching course

All of these strategies looked to either close the gap or raise aspirations of PP pupils.



Closing the gap:

To ensure there are effective intervention strategies in place for students eligible for pupil premium which will ensure they can achieve expected progress when compared to their peers in Maths and English both in KS3 and KS4.

For some students to achieve their best, they need extra support with their learning. A number of strategies have been introduced to provide this:

ASPIRE support some of our more vulnerable disadvantaged students who have or are experiencing very difficult circumstances in their lives. Support for these students is given in a whole range of ways from helping them keep on track with course work to liaising with external multi-agency support services. Careful collaboration exists between our Pastoral Teams and SEND Department.

Closing the gap within the classroom

- Departments and individual subject staff have a specific focus to ensure they implement classroom strategies which will impact on the learning and progress of our disadvantaged students.
- The school applies a seating plan system to assist this focus.
- The move to tracking four times a year, the development of more rigorous analysis of SISRA data, more focus on the progress of disadvantaged students through lesson observations and work scrutiny is enabling staff to identify weaknesses much earlier and apply appropriate interventions.
- There has been a specific focus on Teaching and Learning strategies to stretch and challenge all our students including our disadvantaged students. Examples include the 'Marking and Feedback' policy, questioning techniques and differentiated learning opportunities.
- 1 to 1 tuition and small group support has continued. This has been specifically in English, maths and reading schemes.
- There are a team of 'Assertive Mentors' working individually with identified pupils at KS4
- Departments provide a range of catch up sessions and homework clubs called Period 6
- Revision programmes and support with revision materials/guides are provided by departments.
- For some young people to achieve, they need a range of broader experiences than the school curriculum can provide. Pastoral Team and SEND department work with outside agencies to put these experiences in place. Alternative provision for some pupils at NSPP.
- Departments have the opportunity to bid into pupil premium funding to pay for additional support which will impact on the progress of disadvantaged students in their classes. Requests have included for example: the purchase of revision/study guides, additional music lessons, support with uniform, access to a lap top to complete coursework, enabling students to access field trips, theatre visits, reward trips etc.



Engagement, motivation and support:

For young people to achieve their best, they need to feel safe and happy. We are proud of the pastoral care available to our students.

- A new Pastoral Structure began in September 2015 which has meant there is a specified Head of Year for each year group.
- We employed a full time counsellor which enabled us to support the emotional needs of students at risk of underachievement.
- Early in Year 7, our school counsellor ran a series of Nurture Groups for those pupils who needed additional support.
- There is also the Peer Tutor Scheme which supports our pupils.
- The school is committed to providing support with items such as uniform, stationary, revision packs when this is needed.
- Pupils eligible for pupil premium funding are also supported and subsidised in educational visits and extra-curricular learning.
- Lunchtime sports equipment was purchased to engage PP pupils during unstructured times
- PP pupils had music lessons funded in Drums, Violin and Saxophone

Impact of Pupil Premium Funding

- 100% of Year 11 PP Pupils achieved at GCSE level
- The accelerated reading programme with Year 7 and 8 has improved reading ages by an average of 2 years and in some cases reading has improved by 3 years.
- On Average 55% of Yr11 pupils made progress towards their target from having intervention for English language and literature
- Extra-curricular activities increased experiences and confidence for PP pupils. 100% attendance at Tumbling and Boogie Bounce after school and were used as tools to promote positive behaviour and increased confidence
- PP attendance improved by 2% from Term 1 to Term 3 in 2015/16
- Increased attendance by PP parents at parents evenings
- PP attendance was 90% in 2016-2017 with Unauthorised absences decreasing by 1.5% from previous academic year.
- In-year Data shows the gap continues to decrease in all Year groups particularly in KS3
- Two pupils achieved Level 2 construction course at NSPP and also gained an apprenticeship from this.
- 80% of pupils passed their Football Coaching course

ST. PHILIP HOWARD
CATHOLIC VOLUNTARY ACADEMY

