



Pupil Premium Action Plan 2017-2018

1. Summary information					
School	St Philip Howard Catholic Voluntary Academy				
Academic Year	2017-18	Total PP budget	£140,000		
Total number of pupils	436	Number of pupils eligible for PP	128		

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 9-5 EM (2016-17 only)	7.1%	45%
Progress 8 score average	-1.07	0.3
Attainment 8 score average	31.6	46.13
3. 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 skills for the majority of PPs are low across both Key Stages (it is also a whole school issue). Pupils struggle to access reading materials, examination questions, revision guides and T&L in some lessons which leads to underachievement in assessments. The vast majority of Y11 PPs are currently working below their target grade (FTT20) – only 35% are estimated 9-5EM.	
B.	Differentiation between PPs (based on need: HAP/MAP/LAP/EAL/SEND) isn't always evident or explicit – differentiation is often by outcome, rather than task, which can leave PPs unaware of how to progress. PP Higher Achieving Pupils in both Key Stages aren't necessarily achieving the top grades. Differentiation among each ability (HAP/MAP/LAP) is required to ensure progression across all subjects.	
C.	PP Progress 8 figure low and gap between Non PP in Published data is wide. Improving picture with current data.	
D.	PP pupils targets are set at FFT 20 rather than FFT 50 for Year 11 and year 10 to raise aspirations.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance figures for PP pupils are significantly lower than non PP pupils. Last year PP attendance for the year was 90.92% (below the school target) compared to non PP attendance 94.85%.The employment of J. Nash as attendance officer has helped enhance attendance figures of PP pupils and has seen an increase in home visits where consultation with PP pupils parents and guardians on the need to attend is outlined on a more regular basis. Is also a whole school focus.	
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria

<p>A.</p>	<p>PP Literacy rates to be in line with/above non PP and national average. PP increase in pupils achieving 9-5 EM Overall progress of PP to be in line with Pupils from same starting points</p>	<p>Pupils to reach higher levels/make expected progress (or better) in English assessments. Pupils to complete baseline testing followed by regular literacy tests on spelling and grammatical concepts, accelerated reading, rigorous grammar assessments and English written assessments. All assessments immediately to be RAG, tracked and intervention offered upon data analysis. For lowest ability stand-alone literacy class in implemented into the timetable. Catch up funding is used to accelerate progress further.</p>
<p>B.</p>	<p>Differentiated intervention for HAP/MAP/LAP/SEND/EAL. Tutor time to become effective in subject/examination progression. Period 6 to be directed at groupings – e.g. PP boys.</p>	<p>Tutor time intervention of 10-15 minute slots covered PP for tutors in a range of subjects. Slots designed to teach/practice/revise a skill in a specific subject in which the PP is underachieving. E.g. HAPs pushed towards top grades. Lessons have directed seating plans using HAPs as lead learners. This can be consolidated during Period 6 lessons which can be used for longer, directed intervention of PPs.</p>
<p>C.</p>	<p>PP pupils opting for GCSE Ebacc subjects increases year on year. Increases to 30% from 2.2% (Spanish, History, Geography, Computer Science)</p>	<p>Intervention with KS3 PPs in lessons to ensure they are focused on the subject all the way up to options deadline. Pupils to</p>

		<p>be taught the benefits of Ebacc qualification and a broad education. This can be done during 1:1 sessions with staff/mentors/peers.</p> <p>Career appointments raise aspirations.</p> <p>Assemblies to show the benefits of these subjects in further education/employment.</p> <p>Extra-curricular activities set up in each to show how the subject can be used in a real life context.</p> <p>Language lunchtime clubs.</p> <p>Introduction of the dual language at KS3 and KS4.</p>
D.	PP pupil's attendance to be closer to the school target.	<p>Intervention work with Mrs Nash to increase PP attendance.</p> <p>Rewards system established for high attending PP pupils.</p> <p>Monitoring and analysis of pupil attendance to establish if any patterns emerge/barriers exist to attending.</p> <p>Regular dialogue with parents/guardians on pupil attendance.</p>
E.	Quality first teaching	<p>100% of teaching is good or better.</p> <p>QA policy is fully embedded and robust.</p> <p>Performance management addresses the need of the school on disadvantage.</p>

5. Planned expenditure

Academic Year

2017-2018

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?
Staff lead their departments in the PP strategy and take ownership of PP provision.	PP Working Party run by both Pupil Premium Champions – group to include members from each department who come up with and share strategies.	Empowerment of each department in taking ownership of PP strategy and leading a change to close the gap. Based on feedback from departments regarding approach to PP, each department differs.	DTT to be used for each PP pupil. Departments to track PP performance/intervention using the tracker created. PP Champions and SLT to check data and strategies.	MKA DHA	PP Action meetings
Rigours QA Policy. Book scrutiny show no difference in the quality of work produced between the groups.	Monitor and triangulate up all observations or learning walks	Monitor effectively all classrooms	Through Line managers meeting	DRE	Termly
All lessons are judged to be at least good.	PP pupils are consistently receiving good teaching.	Monitor effectively all classrooms Along with QA data, MFA files.	Through Line managers meeting and SLT	DRE	Termly.

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?
------------------------	---------------------------------	--	--	-------------------	---

Improved literacy progress across KS3-4	Literacy PowerPoints to be covered in PP tutor time once per week. (Grammar Slam) These are designed to last between 10-15 minutes.	We want to make use of every minute in the school day. Tutor time can be effective as it allows mixed ability groupings (forms) to work together. HAPs can support PPs if struggling with Literacy problem.	HOYs will ensure that these are embedded in tutor time during the week – at least 15 minutes per week dedicated to literacy in form. DHA to liaise with English	Head of English Literacy Co. HOYs DHA	April 18
Improved literacy progress across KS3	Introduction of spelling bee competitions, small group intervention for low literacy and literacy pushed as a focal point at KS3. Use of the CODE to improve levels	Using HAPs as lead learners to aid pupils with low levels of literacy. The EEF states that Phonics is effective in pupils mastering the basics of reading.	HOD to ensure competitions become a regular part of English. Subject teachers to use lead learners to support LAPs. All staff and lead learners to be made aware of roles – peer mentors for English lessons made.	Head of English Literacy Co	April 18
Improve outcomes	Introduction of 1:1 support In English and Maths.(YIP YAP) Pupils know where they are through use of RAG Sheets	Raise the level of progress of all pupils. Close the Gaps in learning from previous years. In year progress data and published data.	Monitor through weekly line manager meeting.	AHT	Ongoing after each DD.
Improve attendance and behaviour of PP pupils in Yr10	PP Form group	Fortnightly attendance and PA tracking reports.	HOY to liaise with form tutor. Tracking of attendance on weekly basis. Tracking of positive behaviour and number of credits they are achieving	HOY	Fortnightly.

0% NEET Rate	Impendent careers guidance, support with applications	All pupils further their education by accessing the correct level course at college.	Actions plans from careers advisor. College applications along with NEET figure data published.	AHT Outcomes	August 18.
--------------	---	--	---	--------------	------------