

Pupil Premium Strategy Statement (Secondary)

Last updated March 2019

The Pupil Premium Grant provides additional support for looked after children and those from low income families. The extra funding is made available to schools to help them narrow the attainment gap that exists between pupils from disadvantaged and more affluent backgrounds.

Eligibility for the Pupil Premium Grant includes:

- 1 Children who have been eligible for free school meals at any point in the last six years (known as the Ever 6 FSM measure).
- 2 Children who have been looked after continuously for more than six months.
- 3 Children of service personnel (a smaller amount).

Schools are free to spend the Pupil Premium funding as they see fit. However, they are accountable for how they use the additional funding to support pupils from low-income families and the other target groups. School performance tables show the achievement of pupils who attract the Pupil Premium Grant.

The school receives a set amount of funding per Pupil Premium child dependent on the Pupil Premium category. This money is pooled to ensure it is used most efficiently and targeted strategically to have maximum impact on the development and outcomes of the Pupil Premium pupils. Barriers for progress are identified and the funding is directed towards overcoming these barriers.

This means that:

- The funding is prioritised for those pupils in most need.
- Some of the funding may be directed towards provision that is of benefit to a group of pupils.
- Some of the funding may be directed towards specific provision for a single individual.

As a result of this the funding brought into school by a specific Pupil Premium child is not necessarily spent on that child. This is because:

- Some barriers are less expensive to resolve
- Not all Pupil Premium pupils need the same degree of additional provision.

1. Summary information					
School	All Saints RC School, York				
Academic Year	2018-19	Total PP budget	£140,225	Date of most recent PP Review	September 2018
Total number of pupils (Y7-Y11)	918	Number of pupils eligible for PP	164 (17.9%)	Date for next internal review of this strategy	September 2019
Year group (total)	Year 7 (41/178)	Year 8 (35/180)	Year 9 (40/180)	Year 10 (23/193)	Year 11 (25/187)
Free School Meals	35	27	34	19	20
Looked After Children	1	0	0	0	1
Adopted from care	3	7	2	2	4
Service Children	2	2 (+2 AfC)	4	2 (+2 AfC)	0
% in Year Grp	23	19.4	22.2	11.9	13.4
Previously FSM	0	1	3	5	6

2. Current attainment				
Performance data Validated January 2019	Pupils eligible for PP 21 (11%)	Pupils not eligible for PP	All Pupils (School average)	National Average
% 4+ Eng & Maths (2018)	52%	81%	78%	64%
% 5+ Eng & Maths (2018)	13%	53%	48%	43%
Progress 8 score average	-0.77	+0.25	+0.13	-0.02
Attainment 8 score average	36.71	55.42	53.41	46.5

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Pupils have lower rate of progress from starting point than their peers.	
B.	Greater proportion of PP students demonstrate increased difficulties with social skills, emotional skills and mental health	
C.	Year 11 motivation and engagement of PP students, evident in AtL scores and Progress scores.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lower levels of parental engagement and support, particularly evident at parents' evenings.	
E.	Attendance gap and increased representation in persistent absentee figures.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	The progress of our PP students is above that of National Others	Positive P8 scores for PP students in all subjects and overall
B.	Pupils with social, emotional and mental health needs have access to appropriate support, care and advice	Early intervention based upon pupil need – swift response, proactive approach, pupil and parent/carer satisfaction
C.	Improved AtL, reduced disparity in progress of PP students when compared to their peers. PP students have access to a range of enrichment/extracurricular activities and have high aspirations for their futures.	Positive P8 scores for PP students in all subjects and overall, measured against National Others. Destination data and NEET figures.
D.	Raise aspirations of PP students and their parents. Parental engagement with school, initial focus around Parents' Evenings.	Increased Attendance of PP parents, to reflect that of their peers.
E.	Improved attendance for PP students. Weekly item for site meetings with minuted actions.	Attendance of PP students to be in line with their peers. Difference between PP and non-PP improved in all year groups.

5. Planned expenditure						
Academic year		2018-2019				
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?	Cost
Enhanced teaching input	Extra group in X band for English and Maths in Years 7-9 and extra Year 9 Science X group in to reduce class sizes across the whole band	EEF toolkit strands Small group tuition (+4) and Reducing class size (+3)	Data monitoring meetings after each data harvest with SL/Deputy Head	SL for English and Maths,	After each data harvest, the performance of the smaller X band groups will be monitored	£45,000
Enhanced teaching input	A small KS3 Intervention Group across Years 7-9 to be taught together Periods 1-3 in M4, before joining to other lessons Periods 4 and 5	EEF Toolkit strands Small group tuition (+3) and Reading comprehension strategies (+5)	Pupils will receive a bespoke teaching and learning package to ensure that they can access the curriculum	SENCO	The impact of the lessons missed due to being in M4 will be reviewed regularly between the SENCO and teaching staff	£8,000
Enhanced teaching input	A selected group of year 11 will be invited to join the evolve group for regular mentoring sessions with teachers from English, Maths and Science	EEF Toolkit strands Mentoring (+1) and Meta-cognition and self-regulation (+8)	Parents will be invited to a launch event as well as a discrete mock results evening alongside revision workshops in December 2017. Evolve meetings will discuss the actions taken by the mentors.	SL/ASL for English, Maths and Science, AHT for T+L, Deputy Head	Evolve meetings with the staff involved throughout the year with data analysis of the evolve students after each data harvest 26 October 2017, 15 January 2018	£2,000
Enhanced teaching Input	Staff will concentrate on developing pupils' memory skills as the T+L whole school strand of PD	EEF Toolkit strand Meta-cognition and self-regulation (+8), Progression from T+L Grit and Resilience PD target in 2016-17, New GCSE specification demands of additional content to be learned	Staff INSET will be use cluster leads to raise awareness of techniques and share ideas of implementation. Staff will identify groups and strategies to be evaluated as part of their own PD.	AHT for T+L, Cluster leads	PD reviews, interim and final evaluation of impact on T+L of selected groups as part of PD	£2,000

Enhanced teaching input	Homework support sessions afterschool on both sites targeted at pp pupils	EEF Toolkit strands Extending school time (+2) and Homework secondary (+5)	LL will invite pupils into homework support group and if homework is highlighted as a concern. Attendance will be monitored by LL	Cover supervisors, LL	After data harvest the performance of those attending homework support will be reviewed	£2,000
Enhanced teacher input	PP coordinators in English and Maths given extra time on their timetable to mentor specific pp pupils	EEF Toolkit strands Mentoring (+1) and Small group tuition (+4)	List of identified pp pupils and specific interventions produced and implemented as pp pupils withdrawn from lessons for specific mentoring	PP coordinators in English and Maths	PP coordinators in English and Maths will attend a standards meeting every three weeks to report back on progress in their subject areas, starting January 17 2018	£4,000
Enhanced teacher input	PP students receive high priority and focus. Teaching staff adapt lessons to meet individual needs of PP students. ML to share best practice.	Awareness and targeted questioning improves participation in lessons. Improves engagement and AtL. Supported by considered seating plans with focus on maximising impact for PP. Preferential marking to improve feedback and therefore rate of progress.	Learning walks, progress data. Student voice. PP books marked as priority.	MFL, SLT and SLs	Ongoing monitoring, Learning Walks, lesson observations and work scrutiny.	£200
Enhanced teacher input	Increased awareness of individual needs of PP students, to support planning, organisation and engagement.	EEF- individual learning, feedback and quality teaching.	LL to ensure 'context' of each student is shared with teaching staff.	SLT, LL	Ongoing monitoring, Learning Walks, lesson observations and work scrutiny.	-
Total budgeted cost						£63,200

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?	Cost
Enhanced pastoral care	Provision of two Pastoral Leaders, one for each site	EEF Toolkit strands Social and Emotional learning (+4) and Behaviour interventions (+3)	PL will support pupils alongside the LL, with emotional support, use of the BfL system and providing a link to parents and outside agencies	PL, LL/AHT for pastoral	Impact of the PL through pastoral information shared at governor committee, and data analysis meetings of AtL with LL/Deputy Head	£40,000

Enhanced pastoral care	Provision of Home/School support worker who will also undergo training to become a designated safeguarding lead	EEF Toolkit strands Social and Emotional Learning (+4) and Parental Involvement (+3)	Home/School support worker will help support PL and LL in linking to parents and outside agencies, producing PEPs and transition work. They will receive further training in safeguarding practice	AHT for pastoral	Impact of Home/School support worker through pastoral information shared at governor committee, and data analysis of AtL with LL/Deputy Head	£24,500
Enhanced pastoral care	One to one transition support for new Year 6 students and a bespoke Year 10 transition package for Steiner pupils	EEF Toolkit strands Social and Emotional Learning (+4) and Parental Involvement (+3)	Visits to primary schools by the SENCO and LL for Year 7 will help gather information regarding the needs of individual pupils. Parental involvement to be enhanced by the use of a separate open evening for those parents of Steiner pupils	LL, SENCO, Head Teacher	Information received from visits can be used for setting and form allocations. Feedback from Steiner parents regarding information given during open evening	£500
Widening access to the curriculum	Revision materials and support for materials in wide range of subjects inc. DT, Art, Languages, Sciences	EEF Toolkit strands Aspiration Interventions (0) and Arts Participation (+2). Depts to apply for funding	A google form for applying for PP funding will be shared with SL to identify costs, pupils and projected impact. Tracking of financial requests by DHT and Finance office.	SL	Data analysis to compare against projected impact on google form by SL/Deputy Head	£2,000
Total budgeted cost						67,000
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?	Cost
Widening school experiences	Easter residential - exam preparation for Yr11 PP students	EEF Toolkit – small groups and Extending school time (+2)	No cost for students, preparation and delivery by identified teaching staff, inc. AHT for T&L. Supervision by MFL and WSC	MFL, WSC	Review post Easter, evaluation of PGs, refined evaluation following GCSE results	£4,500
Widening school experiences	Residential experiences Osmotherley Y7, Bewerley Park Y8, Lourdes (Y9-11), Language exchanges (Y8-11). Battlefields trip, Geography fieldtrips, ISSP (AIM) workshops	EEF Toolkit strands Outdoor Adventure Learning (+4) and Extending School Time (+2)	Funding will be available for PP pupils towards the cost of residential visits according to identification by the LL and trip leaders	LL, SL	Budget of the funding of all trips will happen at the end of the financial year	£4,000

Widening school experiences	BfL reward trips and extra-curricular visits(e.g. sculpture park, theatre visits)	EEF Toolkit strands Behaviour Interventions (+3) and Arts Participation (+2)	Funding available for BfL trips for PP pupils to subsidise overall costs and other extra-curricular visits after applying for funding	LL, SL	Budget of the funding of all trips will happen at the end of the financial year	£1,500
Total budgeted cost						£10,000

6. Review of expenditure					
Previous Academic Year		2017-2018			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Enhanced teaching input	Extra group in X band for English and Maths in Years 7-9 and extra Year 9 Science X group in to reduce class sizes across the whole band	Data shows extra class in English (9QG2) improved expected progress from 36% to 93% across the year, extra class in Maths (9ZH) stayed same at 75% across the year, Science extra group (9XI) decreased from 89% to 56% across year as students making progress moved up sets.	This approach will continue to allow smaller class sizes across a band in the core subjects.	£45,000	
Enhanced teaching input	A small KS3 Intervention Group across Years 7-9 to be taught together Periods 1-3 in M4, before joining to other lessons Periods 4 and 5	Pupils received a bespoke teaching and learning package to ensure that they could access the curriculum	This approach will continue to help the most vulnerable pupils to receive the education they need	£8,000	
Enhanced teaching input	A selected group of year 11 will be invited to join the evolve group for regular mentoring sessions with teachers from English, Maths and Science	Parents were invited to a launch event as well as a discrete mock results evening alongside revision workshops in December 2017. Evolve meetings discussed the actions taken by the mentors.	This approach will be extended to include all the parents of PP students as well as those in the evolve group. The evening will take place after school to present the mock results before attending the three workshops	£2,000	
Enhanced teaching Input	Staff will concentrate on developing pupils' memory skills as the T+L whole school strand of PD	Staff INSET used cluster leads to raise awareness of techniques and share ideas of implementation. Staff identified their own groups and strategies to be evaluated as part of their own PD.	This approach will be extended into the KS3 curriculum to look at the assessment models using the existing AwL grids created in departments.	£2,000	

Enhanced teaching input	Homework support sessions afterschool on both sites targeted at PP pupils	LL invited PP pupils into homework support group if homework was highlighted as a concern. Attendance was monitored by LL	This approach will continue to provide a suitable environment in school at the end of the day for pupils to complete their homework	£2,000
Enhanced teacher input	PP coordinators in English and Maths given extra time on their timetable to mentor specific PP pupils	List of identified PP pupils and specific interventions produced and implemented as PP pupils withdrawn from lessons for specific mentoring	PP coordinators in English and Maths will continue to highlight the needs of the PP pupils in those subject areas and provide specific mentoring sessions where appropriate	£4,000

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Enhanced pastoral care	Provision of two Pastoral Leaders, one for each site	PL will support pupils alongside the LL, with emotional support, use of the BfL system and providing a link to parents and outside agencies	Pastoral support in the school continues to be a strength of the school so this will approach will continue	£40,000
Enhanced pastoral care	Provision of Home/School support worker who will also undergo training to become a designated Safeguarding Lead	Home/School support worker will help support PL and LL in linking to parents and outside agencies, producing PEPs and transition work. They received further training in safeguarding practice	Attachment and trauma training for the Home/School support worker and the use of CPOMS as part of the safeguarding role will be extended to all PL and session given to staff at INSET	£25,000
Enhanced pastoral care	One to one transition support for new Year 6 students and a bespoke Year 10 transition package for Steiner pupils	Visits to primary schools by the SENCO and LL for Year 7 will help gather information regarding the needs of individual pupils. Parental involvement to be enhanced by the use of a separate open evening for those parents of Steiner pupils	A specific lead on coordinating EHCP will be created with the SEN department to ensure the smooth transition of pupils into All Saints.	£500
Widening access to the curriculum	Revision materials and support for materials in DT and Art to be given	A google form for applying for PP funding was shared with SL to identify costs, pupils and projected impact	This approach for applying for PP funding is extended to all staff via a link in the staff handbook on the network	£1,500

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Widening school experiences	Residential experiences - Bewerley Park Y8, Osmotherley Y7, Lourdes (Y9-11), Language exchange (Y8-11). Battlefields trip, German exchange, ISSP (AIM) workshop	Funding was available for PP pupils towards the cost of residential visits according to identification by the LL and trip leaders resulting in raised pupil aspiration	The funding for residential experiences will be continued to help widen the participation of pp pupils in school activities	£4,000
Widening school experiences	BfL reward trips and extra-curricular visits(e.g. sculpture park, theatre visits)	Funding was available for BfL trips for PP pupils to subsidise overall costs and other extra-curricular visits after applying for funding resulting in raised pupil aspiration	The funding of BfL trips and other extra-curricular trips will continue.	£1,500