

Pupil premium strategy statement: Saint John Houghton Catholic Voluntary Academy

1. Summary information					
School					
Academic Year	2019/20	Total PP budget	£130,000	Date of most recent PP Review	2019
Total number of pupils	665	Number of pupils eligible for PP	135	Date for next internal review of this strategy	July 2020

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
Attainment 8 Score	42.8	50.1
Progress 8 Score	-0.25	0.13

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	Low aspiration for pupil premium students affects their progress negatively
B.	Attainment and progress of PP students is not in-line with national averages
C.	Engagement with intervention strategies is limited due to reasons including; punctuality, transport, parental support and aspiration
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for pupils eligible for PP are xx% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.
E.	Emotional barriers; mental health is an increasing concern - it is a barrier to learning and often links to attendance – particularly for PP Girls in KS4.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raised aspiration for all PP students	All PP students from year's 8-11 receive targeted independent careers advice and guidance. Percentage of PP students who are NEET is in line with national averages
B.	Attainment and progress is in line with national averages	GCSE results.

C.	Improved engagement with intervention strategies	Attainment and progress is in line with national averages for pupils not eligible for PP funding. Intervention strategies are coordinated in conjunction with internal stakeholders, parents and students
D.	Improved attendance	Overall attendance among pupils eligible for PP improves to be in line with Non-PP. Reduce the number of students arriving late, arrange transport home from after school sessions, improve parental engagement.
E.	Remove emotional barriers to learning	Short-course interventions, group sessions for both boys and girls using internal expertise and mentoring. One to one counselling sessions and 'early help' initiative for families. Attendance of KS4 PP girls improves

5. Planned expenditure

Academic year

2019/20

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?
B. Improved literacy across all year groups;	CPD for all teachers on how to build reading and literacy into teaching and learning across the curriculum. Reading ages for all students is available in G4S.	Good readers make progress at a faster pace. The new Ofsted framework focuses on reading & literacy across the curriculum. We are taking a 'rigorous approach to the teaching of reading' to ensure all students can fully access high frequency tier 2 words along with subject specific vocabulary (tier 3), CPD has been delivered which combines pedagogical knowledge with practical strategies that can be used in any classroom.	Learning walks will assess how effectively the techniques are being used and whether further CPD is needed. Reading ages of specific groups will be re-tested	Curriculum Leader English	March 2020

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?
A. Students have the tools required to know how to achieve their aspirations	Employ the services of an Independent careers adviser	Evidence suggests (EEF) that under achievement results from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them. We will develop a careers programme which is individualised and seeks to address these gaps. Pupil premium students will be prioritised for independent advice and guidance (from year 8 onwards). The approach will include a combination of one to one, small group work, university visits and guest speakers. There will be a work experience week for year 10s.	Monitoring of the careers adviser – producing student action plans. Audit against the Gatsby Benchmarks. Teacher visits	Careers Coordinator	February, April, June 2020
C. Improved engagement with/participation in intervention strategies	Interventions are matched to specific needs by; creating pupil profiles which identify all barriers to learning and inform staff about classroom strategies which are most effective for individual students. Liaison with parents. Removal of barriers to attendance/participation. Strategies include: <ul style="list-style-type: none"> • Study support (access to a computer room and resources during tutor time) • House Leaders addressing lateness • Requesting all staff to regularly update & use profiles 	Intervention design should ensure pupil premium students can access them. Participation of PP students has lagged behind that of non PP peers due to barriers such as: <ul style="list-style-type: none"> • Parental engagement/support • Transport • Punctuality The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective, especially for older pupils.	Learning walks, monitor staff usage of pupil profiles Monitor student attendance at intervention sessions Staff feedback	AHT Pupil Premium	Monthly

B. Improved progress for pupil premium pupils (in line with non PP national averages)	<p>Coordination of, reporting on, reviewing of activities associated with PP students – a joined up approach:</p> <ul style="list-style-type: none"> • Attendance • Behaviour (attitude to learning) • Progress • Emotional barriers <p>Provide access to resources and study materials</p>	<p>There are many strategies being used by different staff with different responsibilities. There is no joined up approach or central reporting which could result efforts being duplicated or worse the individual needs of students being missed. A coordinated approach will allow needs and interventions to be prioritised and effectively targeted.</p>	<p>Data manager will report as and when appropriate on headline measures. Curriculum Leaders, house leaders (and other representatives) will meet monthly to discuss student strategies, progress etc and adjust action plans accordingly</p> <p>Curriculum Leaders to ensure study guides and other essential equipment/facilities are made available. Monitor attendance at Study Support</p>	PP Coordinator (AHT)	Monthly
Total budgeted cost					£22,000
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?
D. Increased attendance rates	<p>Attendance officer employed to monitor pupils and follow up quickly on absences. Earlier identification and action is key.</p> <p>Ed Lounge facility being provided to some students</p> <p>A harder line on non-attendance where no evidence supporting reasons can be provided.</p>	<p>We can't improve attainment for children if they aren't actually attending school.</p> <p>We need to identify reasons for non attendance and where applicable remove barriers and provide family support.</p>	<p>Data manager reporting headline figures every half term.</p> <p>Attendance meetings summarised and reported on monthly.</p> <p>House Leaders are meeting targeted students weekly.</p>	AHT Behaviour and Attendance	Monthly
E. Emotional barriers are removed	<p>Refine systems of monitoring and reporting so they are coordinated between relevant staff, enabling targeted early interventions for identified students.</p> <p>Provide access to early</p>	<p>The government states: Schools should consider how best to use their SEN and pupil premium resources to provide support for children with mental health difficulties where appropriate. they should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.</p>	<p>Ensure identification of pupils is fair, transparent and properly recorded. Use support worker to engage with parents via the 'Early Help' system before intervention begins. Monitor changes/improvements in student's ability to engage in school via measures including behaviour, attendance, progress</p>	AHT Pupil Premium	Termly

	help, counselling and mentoring				
C.Increased participation in enrichment activities	Fund key trips and music lessons for PP students, encourage participation in these and school clubs	<p>Supports the school ethos of being inclusive, developing the whole person and providing equal opportunities.</p> <p>Participation will support student's understanding of the world, engagement with school, confidence, resilience, aspiration and enable them to better access the curriculum.</p> <p>The cultural capital agenda within the new Ofsted framework.</p>	<p>Communicate with parents, remove barriers to attendance e.g. transport.</p> <p>Monitoring and reporting</p> <p>A clear, fair and transparent policy to ensure all PP students have the same opportunities.</p>	AHT Pupil Premium	Termly
Total budgeted cost					£53,000