

Bolton St Catherine's Academy Pupil premium strategy statement (secondary)



1. Summary information					
School	Bolton St. Catherine's Academy				
Academic Year	2016/2017	Total PP budget	£415,140	Date of most recent PP Review	Oct 2016
Total number of pupils	716	Number of pupils eligible for PP	444	Date for next internal review of this strategy	Jan 2016

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	11.70%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	37.00% English 30.10 Maths	75.8% / 73.4%
Progress 8 score average	-0.61	0.12
Attainment 8 score average	34.22	52

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor literacy skills)

A.	Learning: Students have a fixed mindset which creates a barrier to belief in themselves, skills and their learning.
B.	Achievement: Students are not meeting their targets according to attainment data and predictions due to poor basic skills at entry point.
C.	Opportunities: Students have poor resilience, easily discouraged and this leads to sudden declines in learning and achievement.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Engagement: 68% of the students come from households of low income in secondary., 56% in Y11.
E.	Opportunity: Students have a lack of opportunities outside school that promote growth mind-set and belief.
F.	Learning: Attendance rates for students eligible for PP are lower than other students. This reduces their school hours and causes them to fall behind.

4. Desired outcomes: The Academy will use this strategy, the development plan, quality assurance and student assessment systems that drive improvement that are measured against milestones in the following critical areas:		Success criteria
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A.	The gap in progress and attainment between disadvantaged pupils and their peers will narrow.	In English and Maths the large majority (70%) of pupil premium students in all years will have made progress that exceeds National expectations.
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		<p>The gap in current progress in all years of PP/non PP students and boys and girls will reduce to within 7% of each other.</p> <p>In year 11 the performance of PP students compared to non-PP students will be within 0.1 when measured on the progress 8 indicator.</p> <p>The gap in progress in all years of PP/non PP students and boys and girls will be very small within 7% of each other.</p>
<p>B.</p>	<p>The quality of teaching and standard of students work</p>	<p>The standard of teaching is judged as 95% good or better so that all students make progress including PP eligible students.</p> <p>95% of PP eligible students can explicitly describe how they can improve and evidence of this is seen in books.</p> <p>95% of PP eligible books meet the "Strive for five" Standard.</p> <p>95% of PP eligible books show improvement in the standard of literacy from front to back.</p>

C.	The students attitude to learning and attendance	<p>The vast majority (in excess of 98%) of PP eligible students feel safe, the very large majority in excess of 95% will feel valued and 85% that behaviour is good.</p> <p>70% of PP eligible student's attitude to learning will be judged as good. (The numerical average of their attitude to learning score will be in excess of 3).</p> <p>Every year group will be targeted by an opportunity to have an experience that raises aspirations.</p> <p>All PP eligible students will have will have been involved in at least one targeted experience through each year.</p> <p>Secondary attendance will be above 94%. No year group will be below 92.5% attendance. The gap in attendance between disadvantaged students and non-disadvantaged students attendance will be no greater than 3%.</p>
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5. Planned expenditure					
Academic year		2016/2017			
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?
All learning and achievement opportunities centre on the development of PP eligible pupils.	<ul style="list-style-type: none"> ➤ CPD on differentiation to improve awareness and use of a range of classroom strategies with a focus on PP students. ➤ Academy moving to mixed ability teaching in KS3. ➤ Series of triangulated learning walks to identify the strengths and areas for development across the Academy, each School of Education and every member of staff. ➤ PP to be a rolling point on each Departmental meeting. ➤ Literacy and numeracy activities to be completed in form time. ➤ Training for every teacher on classroom strategies to improve progress of PP eligible pupils. ➤ Implement a marking policy that specifies that PP eligible pupils have their books marked first. ➤ Ensure that during lessons, opportunities for questioning are targeted to PP eligible pupils, with a focus given on extra thinking time. ➤ Y11 revision/study skills (metacognition) workshops for all PP students. ➤ Heavily subsidised experiences for students who are eligible for PP funding. 	<p>We want to offer high quality teaching to all pupils to drive up results and narrow the attainment gap.</p> <p>CPD courses were selected which offered a combination of pedagogical knowledge and subject knowledge, and involved both external contributors and peer support. These things are said to be effective in the Teacher Development Trust research review on professional development.</p>	<p>Cross phase working, monitoring meetings. Accountability meetings with HOS at AP assessment points. Learning walks and RV documentation.</p> <p>Book scrutinies and samples at each AP</p> <p>Extra Learning walks/observations/ 4 focus per year solely on PP develop across the academy.</p>	<p>GW</p> <p>GW</p> <p>GW</p> <p>CM/HOS</p> <p>DB/PS</p> <p>CM/GW</p> <p>BM/CM</p> <p>CM/HOS</p> <p>CM/RS/CB/DT</p> <p>CM</p>	<p>Governors standards committee meetings to receive implementation reports throughout the year (standard agenda item)</p> <p>Half yearly review on progress at AP 3</p> <p>All plans including this one are RAG rated at each of the 5 assessment points (APs) throughout the year</p>

	<ul style="list-style-type: none"> ➤ Provision of resources for PP eligible pupils in subject areas (text books, revision guides, ingredients, ect...) ➤ All new staff are trained in expected standard of feedback and presentation on "New Staff Induction Day" ➤ Schools of education produce booklet of outstanding feedback and presentation titled "What a good start looks like" ➤ More detail added to feedback for PP pupils, opportunities for growth mindset added into the Read and respond cycle. ➤ Basics leader will conduct a book scrutiny in conjunction with staff within the schools of education to moderate standard with a focus on PP eligible identified students that are underachieving or exceeding expectations. ➤ An "endeavour" award added to all the rewards event which specifically pinpoints PP eligible students. 	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. The Sutton trust research states that effective feedback and meta-cognition/self-regulation strategies can potentially have a +8/9 month gain in students.</p> <p>This will focus specifically on effective assessment of writing for a purpose.</p>	<p>Basic and QA to provide feedback on the triangulated book scrutiny.</p> <p>Book scrutinies at each AP</p> <p>Meetings with basics and T&L lead</p> <p>External PP consultant to look at implementation at APs 2 and 4</p>	<p>CM</p> <p>BM</p> <p>BM/CM/HOS</p> <p>DB/GW</p> <p>HOS/HOY/DT/CB</p>	
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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?
<p>All learning and achievement opportunities centre on the development of PP eligible pupils.</p>	<ul style="list-style-type: none"> ➤ KS4 Group 1: High attaining PP eligible group Academic mentoring: fortnightly to keep pupils on track and provide any support necessary. ➤ Group 2: Middle attaining PP eligible group Targeted tuition for Maths and English connected to the AP PLC check list. ➤ Study skills/Revision workshops (meta-cognition) for targeted Y11 pupils based on HA PP eligible pupils. ➤ Study skills/Revision workshops (meta-cognition) for targeted Y7-Y10 pupils based on HA PP eligible pupils. ➤ Revision residential Pupils who are border line to meet expected progress in Maths/English to be targeted to attend a weekend residential. ➤ KS3 20 High attaining PP eligible pupils from year 9 to be trained as peer mentors. The peer mentors will be matched up with suitable PP eligible Y7 pupils. To meet fortnightly. ➤ Study skills/Revision workshops (meta-cognition) for targeted Y9-Y7 pupils based on HA PP 	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>The Sutton trust also states that one-to-one tutoring and peer mentoring could have an impact of +5 months.</p>	<p>Keeping our focus relentlessly on the Quality of teaching and learning. Monitoring and evaluating impact and reflecting on the needs of our PP eligible pupils regularly.</p> <p>SLT agenda item (fixed agenda item fortnightly)</p> <p>Fixed item on line management meetings.</p> <p>Student survey</p> <p>Student survey, progress data</p> <p>Student progress data</p>	<p>RS/CB</p> <p>RS/CB</p> <p>RS/CB</p> <p>DT/CM/Growth mindset focus group</p> <p>RS/CB</p> <p>DT/CM</p> <p>CB/RS</p> <p>DT/CM</p> <p>DT/CM</p>	

£85,564

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?
<p>All learning and achievement opportunities centre on the development of PP eligible pupils.</p>	<ul style="list-style-type: none"> ➤ Trips forms adjusted so pupils who receive PP funding are highlighted to ensure a full representation. ➤ Student Voice to be made up from % of academy PP. ➤ KS3 Personal growth experiences to be added and a plan a timetable of growth experiences for all students across the academy, with a focus on PP eligible. ➤ Launch the "Bucket List" and calendar of events to be launched to students, parents and staff. ➤ Launch and complete PASS survey for all years. Analyse results of PASS survey 'Attitude to attendance" at KS3 for PP eligible pupils. Provide mentoring to pupils who would be at risk of becoming disengaged. Success criteria will be based on another PASS survey at the end of the year. ➤ Survey to HOS cross phase to ascertain opportunities for speaking and listening. Plan a programme of public speaking for all pupils in KS3 including every student taking the opportunity for public speaking through completing form assembly, with a focus on PP eligible students. 	<p>Research by Carol Dwek and other professors suggests that students with growth mind-sets achieve more.</p> <p>"Expectations change neurology; if you have low expectations of a child their brain starts to function worse," says Sherria Hoskins, the Portsmouth University professor leading a study on growth mind-set.</p> <p>When students believe intelligence is something that can be developed, they value learning and mastery. Since school provides this opportunity to learn, it can be a motivating and engaging place.</p>	<p>Communicated with all staff</p> <p>Line management of Directors of standards,</p> <p>Staff survey on implementation and practice</p> <p>Cross phase working, monitoring meetings. Accountability meetings with HOS at AP assessment points. Learning walks and RV documentation.</p>	<p>CM/CW</p> <p>DT</p> <p>CM</p> <p>CM/DT</p> <p>CM/HOY</p> <p>CM/HOS</p>	<p>Directors of Key Stage monitor all trips for these criteria prior to approval. Proposals are checked weekly.</p> <p>Attendance of groups formally reviewed monthly and data reviewed by governors standards committee half termly.</p> <p>SLT to look at RAG rating and impact at each assessment point</p>

	<ul style="list-style-type: none"> ➤ Train Year Leaders and relevant staff on how to use the reporting elements to enable to track progress of PP eligible students. ➤ Student incident reports of PP eligible students to be looked at in detail to ensure pupils who are having repeat incidents are receiving support and intervention. ➤ Staff logs to be looked at according to PP eligible to ensure staff are receiving support and intervention should PP eligible students have repeat incidents during their lessons. ➤ PP eligible students will be called first as part of the 1st response, with a focus on support being placed to have the greatest impact. ➤ PP eligible students to be highlighted for engagement 1:1 mentoring to improve attitude to learning and attendance. 	<p>Behaviour and attendance problems are significantly more common among children from disadvantaged backgrounds – and are strongly apparent in the pre-school years – according to the preliminary findings of new research commissioned by the Sutton Trust from Dr Liz Washbrook of Bristol University.</p> <p>We need to ensure we are tracking, pinpointing and providing support.</p>	<p>Clear communication and guidelines. Monitoring of impact</p> <p>Line management of Attendance team. Minuted actions</p> <p>Clear communication and guidelines. Monitoring of impact</p> <p>Line management of Attendance team. Minuted actions</p> <p>Monitor the impact on attendance data.</p> <p>Monitor the attitude to learning scores of individuals. Observe the quality of the session.</p>	<p>WP/LB</p> <p>WP</p> <p>WP</p> <p>WP/Attendance Team</p> <p>WP/HOY</p>	<p>Attendance reports reviewed monthly by SLT</p>
	<ul style="list-style-type: none"> ➤ Review and amend attendance procedures so that a robust routine of action is established: <ul style="list-style-type: none"> ○ Identify and clarify roles of attendance team in terms of priority first calls, PP. 	<p>Behaviour and attendance problems are significantly more common among children from disadvantaged backgrounds – and are strongly apparent in the pre-school years – according to the</p>	<p>Line management of Attendance team. Minuted actions</p>	<p>WP/Attendance Team</p>	<p>2016.</p>

	<ul style="list-style-type: none"> ○ Weekly attendance to be sent out to form tutors and leaders each week, with a focus on PP. ○ Identify percentage threshold to trigger actions by the attendance team and year leaders. <ul style="list-style-type: none"> ➤ PP eligible Students with low attendance for 2015/16 to be shared with form tutors. Form tutors conduct fortnightly meetings completing an "attendance card" with these students until they have had 100% for 6 consecutive weeks. ➤ KS4 Personal Learning Bay (PLB) Provision refined and embedded for PP eligible students with a high level of vulnerability and disengagement from learning. ➤ KS3 Nurture Provision refined and embedded for PP eligible students with a high level of vulnerability and disengagement. ➤ Appointment of Pupil Premium champion as part of the Senior leadership team. ➤ Personal development and welfare services ➤ Senior pastoral manager: Leads the targeted support of PP eligible students who face 	<p>preliminary findings of new research commissioned by the Sutton Trust from Dr Liz Washbrook of Bristol University.</p> <p>A Study, which drew on data of several thousand children, found that 35% of boys from the poorest fifth of households had clinical-level symptoms of behaviour or emotional difficulties problems at age three, compared with 15% of those in the higher four-fifths of the income distribution.</p> <p>By age seven, 22% still experienced behaviour or emotional problems, compared with 10% of those from wealthier homes.</p> <p>Rates were lower amongst girls in general, but nevertheless 29% and 20%</p>	<p>Directors of key stages to ensure this happens through form time learning walks and pupil sampling</p>	<p>WP/DT/HOY/Form tutors</p> <p>WP/SS</p> <p>WP/SS</p> <p>CM</p> <p>WP</p> <p>LH</p> <p>WP/LH/outside agency</p>	
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	<p>barriers to learning and engagement within mainstream provision. This includes external interventions such as Bolton behaviour support, CAMHS, ect..</p> <ul style="list-style-type: none">➤ In addition to referrals to internal provision such as PLB, Nurture group. ➤ Student welfare officer Leads the care and guidance of high need PP eligible students. In particular liaising with other agencies such as social services. ➤ School councillor Provides emotional support and strategies to PP eligible students who are vulnerable.	<p>of low income girls at ages three and seven respectively exhibited behaviour or emotional problems.</p>			
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6. Review of expenditure

Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.

Lessons learned may be about impact or implementation.

Previous Academic Year

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

For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.

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

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

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

