

Pupil Premium (PP) Strategy Statement (Secondary)

1. Summary information					
School	Bolton St Catherine`s Academy				
Academic Year	2017/18	Total PP budget	£393, 635	Date of most recent PP Review	September 2017
Total number of pupils	745	Number of pupils eligible for PP	456	Date for next internal review of this strategy	October 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Gap
% achieving basics Y11	PP: 12.2% (9-5) Non PP: 24.2% (9-5)	12%
% achieving expected progress in English / Maths	PP: 17%/ 8% Non PP: 26%/13%	Maths 5% English 9%
Progress 8 score average	PP: -0.65 Non PP-0.57	0.08 gap
Attainment 8 score average	PP 33.17 Non PP 40.5	7.33 gap

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.	Expectation of achievement from students and staff for Higher Prior Attainment (HPA) students who are eligible for PP funding	
B.	Teaching and learning	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A.	High % of deprivation	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	PP eligible students to make expected progress in all year groups	In line with non PP, measured with data from tracking points
B.	HPA PP eligible students to make expected progress in all year groups	In line with non PP HPA, measured with data from tracking points
C.	Attendance of PP students to be in line with school target of 97%	97% attendance
D.	Progress 8 score for PP in line with or better than non-PP students.	Progress 8 score, measured with school data

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?
Students are making expected progress (75%) or above expected progress (35%)	Continuous Professional Development (CPD) to improve the quality of teaching and learning. Wednesday sessions on pedagogy, intervention and expectation.	An audit of processes and procedures to evaluate current practice has identified a need to review teaching and learning. To raise the performance and achievement in all areas and year groups, CPD based around teaching and learning, pedagogy, and classroom assessment techniques.	5 min lessons plans Book scrutiny Learning walks Rigorous tracking of key groups Department Review Teaching & Learning Team (TLT) oversight and Quality Assurance (QA) of lesson plans RST overview and QA on class care sheets.	T&L Team RL CM	As per calendar for department review. After every tracking event detailed analysis of PP progress and intervention analysed for effectiveness. Department action plans. Book reviews.
Attendance rises to 97% to ensure the students are here to learn.	Weekly monitoring of data. Targeted students given individual attendance plans. Rewards deemed appropriate. Governors attendance panels.	Attendance of students is key to getting the best learning outcomes. PP gap in last year's attendance.	Weekly attendance bulletin. Persistent Absence (PA) monitoring and intervention. Rewards for students.	CM/DT/WP	Senior Leadership Team (SLT) Governor's standards committee.
Enhanced quality of teaching and learning	PIXL Membership Whole school teaching and learning lead through Wednesday sessions. Teaching and Learning Team established. Greater QA of teaching and learning. Department review. Diagnostic approach to gap analysis. Micro-teaching. Smaller classes for Maths and English by recruiting extra teachers in this area.	Additional opportunities to apply well documented successful resources across the Academy. Resources matched to students needs in order to fill in the gaps in knowledge or skills.	Department review. Book reviews fortnightly Unannounced learning walks. Department development plans.	RL	Governors standards Department for Education (DfE) Advisor Multi-Academy Trust (MAT) Chief Executive Officer (CEO)
Total budgeted cost					£250,065

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?
PP eligible students make expected progress in Year 11 (75%/35%)	Clinics for intervention in Maths and English. New forms. Intervention plans for key individuals.	Targeted intervention will be used in order to fill in gaps in knowledge or skills. This methodology, which ensures that teaching is being provided by experienced teachers, has been recognised as effective practice.	Heads of School (HoS) to ensure by informing the students and parents. Clinics tailored to ensure they are meeting the needs of the students.	Raising Standards Team	Every tracking event, and through the Raising Standards Team (RST) .
HPA PP eligible students make expected progress and more than expected progress in Year 11	HPA monitoring and intervention. Member of the RST has responsibility for PP and HPA.	After an audit, a large % of our PP eligible students who have high prior attainment, did not achieve expectation last year.	5 min lessons plans Book scrutiny Learning walks Rigorous tracking of key group and intervention where necessary Raising aspiration work	DT CM	Every tracking event, and through RST meetings
Reduction in line with non PP students the % of PP eligible students who fall into the PA 90% category.<3%	Action plans Rigorous monitoring every week. Meet with attendance team weekly.	PA attendance is not always as strong as it could be due to environmental factors. Targeted work needs to be focused on the students who are nearing 38 sessions.	Identification of historical students with PA Weekly PA reports sent to Head of Year (HoY) and DT Intervention groups set up in Key years Parent meetings, rewards	DT CM	
	Provide incentives Governor's attendance panels.		Monitored through RST and SLT		Weekly
Total budgeted cost					£71,154

i. 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?
All students have access to experiences which support and enhance learning	Tracking of all the experiences going on through the Academy and ensuring opportunities are added for experiences through curriculum areas.	There is a universal benefit to young people taking part in activities designed to provide them with engagement, opportunity or skills to support their learning.	Talking about the types of experiences that are available to students	CM	Termly
The gap between the PP eligible students and non PP eligible students Attitude to Learning (AtoL) score is narrowing within 3%	Work with HoY on supporting students making correct choices. More students on report for poor AtoL.	Last year AtoL scores for PP significant below non PP on average.	Monitor by RST every tracking event	CM	Every tracking event
Reduction in Not in Education, Employment of Training (NEET) figure to with national expectation	Connexions adviser twice a week	Students will have access to bespoke careers advice to enable them to make positive choices about their future.	Ensure PP Year 9-11 students are seen as a priority. Fortnightly meetings to ensure the delivery plan is fit for purpose.	CM	Half termly
Total budgeted cost					£72,416