

**Pupil Premium (and Literacy/Numeracy Catch-Up) Development Plan**

**APRIL 2019 TO APRIL 2020**

Strategy	Barriers to progress	Intervention detail	Resources	Success Criteria
<p><b>1. MAXIMISE PROGRESS AND ATTAINMENT IN MATHS</b></p> <p>CW to scrutinise entry data and AP data to identify students, establish reasons for under-performance and identify whether they need extra Maths tuition or alternative intervention strategies</p>	<p>1. Weak numeracy skills.</p> <p>2. Weak literacy skills increasingly impact on Maths with the increased emphasis on worded problems.</p> <p>3. Attendance</p> <p>4. Lack of persistence and resilience have an increasing impact with the new emphasis on problem solving.</p> <p>5. Underperformance under test conditions</p>	<p>Lynn Clark to work with small groups for 2-3 months at a time, to address identified topics, build fluency at number work and develop problem solving skills .</p> <p>Class teachers to support students in catching up after an absence or if indicated as requiring intervention by AP analysis.</p> <p>Non specialist small group mathematics classes</p>	<p>Lynn Clark 13 hours Pupil Premium and Catch up teaching + 1.5 hour PPA/week.</p> <p>Revision Guides or textbooks to ensure students in any year group are able to prepare effectively for tests</p> <p>6<sup>th</sup> former classroom support.</p> <p>Photocopying costs.</p> <p>Mathletics subscription</p>	<p>1. Attainment Gap in Maths narrows over the course of the year across all year groups.</p> <p>2. GCSE results show PP students averaging a positive or neutral Pro 8 Score and neutral/+ve residual in Maths.</p> <p>3. Catch Up students make rapid progress and the attainment gap narrows</p>
<p><b>2. IMPROVE PROGRESS AND ATTAINMENT IN ENGLISH</b></p> <p>Identify students needing support based on spelling/reading ages/other data/AP data/teacher knowledge of students</p>	<p>1. Weak literacy skills inc. handwriting, spelling, breadth of vocabulary &amp; punctuation.</p> <p>2. Attendance</p> <p>3. Lack of independent study skills</p> <p>4. Reluctant readers</p> <p>5. Fixed Mindset</p>	<p>English Dept. to offer After- school Skills club from October half term.</p> <p>Classroom teachers ensure students catch up after an absence or as indicated by AP data</p> <p>Weaker readers paired up with 6<sup>th</sup> formers for reading. 6<sup>th</sup> formers support in TA role.</p>	<p>Photocopying, CGP workbooks &amp; GCSE set texts</p> <p>Revision materials provided for all PP students.</p> <p>Spellodrome subscription for 25 students at a time to improve spelling in a fun way. CWi to attend Closing the Vocabulary Gap course and</p>	<p>2. GCSE results show PP students achieving positive Pro 8 score on average</p> <p>3. Neutral overall residual for English language GCSE.</p>

		<p>AP data to separate Language and Literature for KS4 thereby giving accurate separate predictions.</p> <p>Whole School Growth Mindset develops student's determination and thus their willingness to study independently.</p>	<p>purchase resources as necessary.</p> <p>Touchtyping practice time provided in intervention sessions</p>	
<p>3. IMPROVE PROGRESS AND ATTAINMENT IN <b>SCIENCE</b></p>	<p>1.Weak Scientific skills 2.Little general knowledge of the subject/ key vocabulary. 3.Disengagement with the subject: Fixed Mindset 4.Attendance 5.Concentration/behaviour</p>	<p>Involve PP students in STEM activities to increase engagement.</p> <p>6<sup>th</sup> form Science students mentor younger students to increase engagement and speed progress.</p>	<p>Photocopying</p> <p>Provision of Revision materials inc. flashcards for D students and additional copies of textbooks for some.</p> <p>Small group catch up Science sessions provided by MS.</p>	<p>2. PP Attainment Gap narrows through the year across all year groups 3. Neutral residuals at GCSE</p>
<p>4 IMPROVE PROGRESS AND ATTAINMENT IN <b>RE</b></p>	<p>1. Lack of knowledge of the Catholic Church/ Bible Key vocabulary. 2. Negative fixed mindset 3. Lack of feeling that RE is an important subject</p>	<p>PP students participate in liturgies.</p> <p>Lunchtime interventions for underachieving year 11s after mocks.</p> <p>Small group RE catch up lessons with MS</p>	<p>Revision packs to be provided for all disadvantaged students. Small group RE catch up lessons with MS</p>	<p>1. Closure of any gap between the progress of disadvantaged and other students in RE. 2. Neutral/pos residual</p>
<p>5. PP MANAGER TO KNOW THE PUPILS AND KNOW THE PARENTS CW to maximise opportunities to meet PP parents and PP students.</p>	<p>1. Parents or pupils have a fixed mindset towards school. 2.Parents cannot easily attend evening meetings at school.</p>	<p>PP parents invited to Invitation Only Parent Evenings. CW to follow up after. Parents encouraged to maintain contact throughout the year and teachers applying Pupil Premium First are proactive about contacting parents.</p>	<p>CW TLR/Release time</p>	<p>1. Positive feedback from parents and further insight into student needs that would otherwise not have been identified. 2.Year 11 D students are 0% NEET</p>

	3. Parents are unsure or unable to fully support their child	CW to have year 11 PP students as Futures Meetings group.  Individual meetings with KS4 students to monitor academic and non- academic data .		3. Year 11 have lower BOM and higher A2L score than in year 10 4. Extra -curricular involvement gap negligible.
6. SUPPORT PASTORAL NEEDS CW to liaise with DM, LCs and tutors to identify students who would benefit from mentoring or financial support.	1. Lack of confidence 2. Lack of wide range of social skills 3. Difficult home circumstances 4. Emotional and mental health issues. 5. Fixed Mindset	Tutors expected to know PP students well, seat them with the same care taken in lessons and to alert LC/CW to needs and opportunities taken/not taken up. ( Apply Pupil Premium First)  CW to continue as DDSP  Peer mentors/teacher mentors according to need.	Lin Carroll: 1 day a week .  Peer Mentor training time  CW release time.	1. PP gap in the number of exclusions narrows. Repeat offenses are very rare. 2. Gap in A2L scores is closing 3. Gap in OM is closing
7. IMPROVE ATTENDANCE Reduce under - achievement as a result of attendance issues	1. Disengagement with school 2. Health issues (physical or emotional) 3. School refuser 4. Homework not completed	Tutors to monitor and encourage PP extra- curricular involvement and St Mary's Award participation to increase engagement with school.  LC Attendance Contracts when triggered. Parents invited in early.  Attendance rewards/mentoring as appropriate.  Catch Up club or informal support opportunities to get more HW completed in school.	PP manager release time. Learning Coordinator time. Mentoring time/costs	1. No significant Attendance Gap.

<p>8. INCREASE STAFF ENGAGEMENT IN PERSONAL DEVELOPMENT OF DISADVANTAGED STUDENTS</p>	<p>1.Difficult family/financial circumstances</p> <p>2.Feeling that teachers don't understand them</p>	<p>Regular INSET sessions with whole staff.</p> <p>Disadvantaged as a Whole School priority. All staff provided with a regularly updated and individualised list of Disadvantaged students .</p> <p>Training during New Staff Induction sessions</p> <p>Tutors to aim for all PP students to lead, participate and embrace personal challenge and to gain St Marys Award badge.</p>	<p>Pupil premium Manager TLR/release time.</p> <p>Departments to undertake specific Disadvantaged student Learning Walks and Work scrutiny.</p>	<p>1.PP students always identified on seating plans.</p> <p>2.Lesson observations show PP student needs are catered for and students are fully involved in the lesson.</p> <p>3. Marking walks show PP books with high quality diagnostic marking, differentiation and staff/student dialogue.</p>
<p>9. INCREASE REGULAR READING and STANDARD OF READING and narrow the VOCABULARY GAP especially at KS3</p>	<p>1.Low literacy levels</p> <p>2.Family does not use a library</p> <p>3.Did not engage with books at an early age.</p> <p>4.No family habit of regular reading or expectation of this on the part of parents.</p>	<p>Tutors to especially encourage PP students to take part in the various reading and literacy challenges and competitions advertised and to use the school library.</p> <p>Measurement of reading and spelling ages during Y6 Induction day and through completion of Lexia screening.</p>	<p>Lexia subscription to cover up to 100 students over 3 years</p> <p>CW time &amp; time of staff involved in training/delivery of this, and of assessing Lexia progress/ reading ages.</p> <p>CW to liaise with librarian to maximise library participation by PP. Librarian to provide CW with termly data and to present the Book Review feature of the St Marys Award to classes during PSHE sessions.</p>	<p>1.Data shows Library usage by disadvantaged students is proportionally greater than that of the rest of the school</p> <p>2. PP students complete the Book Review section of the St Mary's Award.</p> <p>Pp Students complete Lexia to end of Level 15 / 4 LEVELS thus closing the gap.</p>

<p>10. SUPPORT FINANCIAL NEED to ensure development of Cultural Literacy</p>	<p>1.Lack of funds to buy all the resources ideally needed to achieve full potential 2.Unable to experience a wide range of enrichment activities for financial reasons 3.Lack of modern IT equipment</p>	<p>Departments financed to supply revision guides, equipment etc to fulfil specific academic PP needs.</p> <p>Attendance at careers related or super-curricular events/courses.</p> <p>Educational trips, D of E and music lessons subsidised</p>	<p>Purchase of revision materials, photocopied past papers, calculators, items of uniform, educational trip/course / music lesson subsidies etc.</p>	<p>1. Students do not avoid PE, educational trips/ courses because of financial hardship. 2. Students arrive at examinations suitably equipped, e.g. with calculators and maths sets. 3. Students have revision guides.</p>
<p>11. INCREASE CONFIDENCE AND RESILIENCE AND RAISE ASPIRATIONS OF DISADVANTAGED STUDENTS</p>	<p>1.Lack of Growth Mindset and self esteem. 2.Need for Careers Guidance 3. need for support in stepping outside their comfort zone.</p>	<p>CW to liaise regularly with JW regarding PP students in particular need of careers guidance. Ensure quality Work Experience placements for the most vulnerable students. Arrange additional Careers Guidance sessions for targeted groups of students during PSHE time. Specifically encourage participation in D of E Award.</p>	<p>Careers interviews with external agencies.</p> <p>CW release time</p> <p>Roll-out of St Mary's Award across the school and purchase of badges.</p>	<p>1.PP students attend Careers interviews and feedback is positive. 2.They take advantage of opportunities to attend taster courses and work experience 3. 0 % NEET 4.St Mary's Award participation shows no significant Pupil Premium gap</p>
<p>12. MAXIMISE TAKE UP OF FSM FUNDING</p>	<p>Parents are unaware or unwilling or confused, children don't want stigma of FSM</p>	<p>Send out annual letter/email to parents to try to increase take up.</p> <p>Ensure website is kept up to date.</p>	<p>CW release time.</p>	<p>Numbers remain steady.</p> <p>Known qualifiers DO apply for FSM</p>
<p>13. INCREASE GOVERNOR VOICE</p>	<p>Governors do not have sufficient information/ opportunity to be involved</p>	<p>CW to meet termly with PP Link governor.</p>	<p>CW release time</p>	<p>Minutes of Link Governor meetings with positive outcomes.</p>