

Notre Dame Catholic College disadvantaged pupils strategy statement

1. Summary information					
School	Notre Dame Catholic College				
Academic Year	2017/18	Total PP budget	£417,010	Date of most recent PP Review	Sept 2017
Total number of pupils	776 (7-11)	Number of pupils eligible for PP	431	Date for next internal review of this strategy	July 2018

2. Current attainment				
	Pupils eligible for PP (your school)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
	16/17 results	PP current data	16/17 results	Non PP current data
% achieving 5A* - C incl. EM (2016-17 only)	34.8 %	4+ EM 41% 5+EM 19%	49.1%	4+EM = 72% 5+EM = 42%
Progress 8 score average	-1.19	-0.89 (improved by 0.3)	-0.68	-0.38
Attainment 8 score average	32.6%	33.3% (improved by 1.2%)	41.9%	43.3%

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.	Gaps for PP attainment in CORE SUBJECTS
B.	Social, emotional and practical barriers to learning for our disadvantaged
C.	Lack of opportunity to engage in learning outside school/in the home environment
D.	The behaviour of some disadvantaged pupils is limiting access to learning the curriculum

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Historic trends show attendance of disadvantaged pupils running at 3.5% less than other pupils	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	All disadvantaged pupils make at least expected progress and are challenged to achieve a Progress 8 score of at least greater than national average.	Tracking after each data input.
B.	Increase opportunity for career opportunities, more opportunities for extra curricular involvement and educational visits	High proportion of DPs to attend trips and extra curricular activities and have access to careers opportunities.
C.	Attendance rates for pupils eligible for PP increases	DPs attendance to increase by 2%
D.	To reduce behaviour issues within the DP cohort	Reduction in the amount of referrals and exclusions.

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?
A	DAFITAL (data and feedback informing teaching and learning) meetings introduced in college	Purpose of meetings <ul style="list-style-type: none"> • Explain key themes within data • Spot any trends or patterns that need addressing • Celebrate improvement • Plan targeted interventions 	Six scheduled meetings throughout the year (one per half term) following data input. Feedback to line manager from HOD Line manager feedbacks to SLT	PM/PK	Half termly
A	DAFITAL meetings introduced through primary liaison with main primary partner schools (St Johns, Faith, Holy Cross, OLI.)	Purpose of meetings: <ul style="list-style-type: none"> • To gather information on DP's to proactively prepare for personalised intervention 	SLT pastoral team feedback to HOY Using inset twilight time (2hrs per session) Meetings undertaken with key personell in primary schools.	CP	End of Summer term

A	<p>Develop 'Disadvantaged Pupil Champions'</p> <p>Yr 11 DPs champion</p>	<p>Purpose: Offer appropriate support/intervention to underachieving DPs</p> <ul style="list-style-type: none"> • Work with underperforming groups • To meet fortnightly with DPs in each year cohort in order to keep up to date with individual issues • Develop a team culture • Organise trips/rewards/cultural events <ul style="list-style-type: none"> • Work with underperforming Yr11 DPs • Meeting once per week with emphasis on motivation, teamwork and confidence building. Exam preparation and revision skills. 	<p>Report on progress through HOY pastoral meetings (standing agenda item).</p> <p>Cohort meetings with DPs take place fortnightly.</p> <p>Intervention and activities spreadsheet constructed for the cohort.</p> <p>Differentiated activities to meet group needs.</p>	<p>AMC/EB HOYs</p> <p>PM/AS</p>	<p>Termly</p> <p>Termly</p>
A	<p>DPs learning walks</p>	<p>Purpose: to monitor the quality of provision in lessons with DPs.</p> <p>To ensure that the standard of teaching for DPs is at least good.</p>	<ul style="list-style-type: none"> • Learning walks undertaken by HT, SIP (when available), Learning and Teaching team and DP Co-ordinator. 	<p>PK/GW</p>	
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	DPs Work scrutiny	Purpose: to triangulate standards alongside lesson observations and outcomes for DPs	<ul style="list-style-type: none"> • DP work scrutiny undertaken termly. • Analysis of scrutiny provided for HODs and HOYs • Feedback to individual staff through DAFITAL meetings. 	PM/PK/GW	Termly
	G and L assessments	Purpose: to provide benchmark of current learning of DPs.	To take place twice per year - autumn term and summer term to measure distance travelled with regard to progress.	KT/AD	Twice per year
	Departmental question level analysis	Purpose: to enable personalised learning interventions (following Christmas examinations).	Departments devise Christmas exams with clear mark allocations. College uses exam inviligators to provide a question level analysis.	PK FH FH	Once per year
	Mixed ability key stage 3 setting	Purpose: to strengthen teaching in the lower band which contain a higher proportion of DPs.	To introduce banding changes for Sept 2018 HOD assign staff accordinly		Beginning of year
	Assign teachers with good observation track record to teach classes with high numbers of DPs	Purpose: to raise standards of learning and teaching for lower band pupils.			Beginning of year

	Introduce baseball knowledge initiative	Lessons tailored to meet needs of DPs. Purpose: to engage DPs in their learning	<ul style="list-style-type: none"> Staff inset regarding the principles of baseball knowledge Reinforcement of literacy skills 	GW	Gain time (Summer term 2018) Staff inset time
B	Develop an enrichment programme for DPs	Purpose: to improve confidence and self motivation for targeted students.	<ul style="list-style-type: none"> Fortnightly meetings with HOY and co-ordinator DofE programme for year 9 pupils Organise outward bound teambuilding weekends. Encourage suitable students to undertake musical tuition 	HOY/PM	Termly
C	To improve attendance and reduce PA for DPs	Purpose: students have greater opportunity to make academic progress and undertake enrichment activities.	<ul style="list-style-type: none"> Introduce 3 strike rule Repercussions for poor attendance and punctuality. Targeted rewards (Reward room)i.e. Tesco vouchers for improved attendance. Devise attendance letter highlighting how students could be disfranchised owing to poor attendance. 	HMC	Ongoing throughout term
D	To reduce behaviour issues within the DP cohort		<ul style="list-style-type: none"> HOY/AHOY follow up DP referrals on a weekly basis Early identification of persistent offenders Appropriate interventions undertaken i.e. Boxhall initiative/ extended meeting with Key stage pastoral leaders 	EB/AMC HOY/AHOY	Ongoing
Total budgeted cost					

ii. 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 Enhanced pastoral support	Michael Galbraith (Psychologist)	A number of DP students with specific pastoral and educational needs.	Monitoring of sims interventions and key staff aware of support.	EB	Termly
B Alternative study	Use of college courses for targeted PP students	Creation of alternative programme of study to meet the needs of vulnerable students across the school.	Tracking of college courses attendance. Student voice	HMC	Termly

6. Review of expenditure

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
Improvements in outcomes at GCSE for PP learners and to narrow the national gap	Setting Marking and assessment Staff training School partnership	Expected Progress for PP pupils has increased in both maths and English Gap for PP pupils achieving English Baccalaureate narrowed for last 3 years. Gap for PP pupils APS narrowed for last 3 years	Yes to continue support. Expand approach to include more subjects. Pupil response has demonstrated how changing the learning and teaching methods can have a significant impact on progress. Strategies need to be embedded further.	
Improvements in behaviour for learning	New behaviour system Increased levels of pastoral support	Staff voice appreciates emphasis on behaviour for learning in CDP and state that reduction in low level disruption has led to improved teaching and learning	No, however different strategies to improve behaviour of PP students in lessons.	

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
PP learners in Maths	Intervention Marking and assessment	More able PP pupils in maths achieved more A*/A than non PP students	Yes to continue. Increase monitoring of impact throughout year to identify earlier those who are not making EP and alter approach accordingly. Twilight sessions to be implemented.	
KS 3 literacy and numeracy outcomes	Follow on to Catch up literacy and numeracy.	Focus groups showed accelerated progress for PP students identified for Catch Up	Yes successful approach through follow on to catch up literacy Approach to continue	
Attendance of vulnerable PP students	Target group TAND Safeguarding meetings	Increased pastoral time allowed for early intervention.	Yes to continue. Pupil response demonstrates that they value input from range of professional agencies. The aim this year is to use SOL to analyse attendance in order to start early intervention	

Enhanced pastoral support) BK (counselling) Michael Galbraith (Psychologist	Increase in number of referrals to BK but fall in number of referrals for behaviour Case studies evidence impact.	Yes to continue support but improve tracking of impact whilst maintaining confidentiality	
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
Providing uniform to raise pupil self-esteem irrespective of financial circumstances and improve standards of dress.	Purchase of new uniform for all students in school	Student voice shows that students feel smart and have a greater sense of belonging. Staff comment on high standards in the school.	To continue partially. All students to receive a voucher towards the cost of uniform. This allows all students to feel fully part of a community and raises standards in the school.	
Raising aspirations for all students	CEIAG MAT provision Enrichment	All students have access to high quality CEG and meaningful engagement with employers	Yes to continue but to increase provision of IAG through Career Connect to raise student aspirations and therefore achievement.	

7. Additional detail

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

