

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Notre Dame Catholic College				
Academic Year	2018_2019	Total PP budget	£430,601	Date of most recent PP Review	Sept 2017
Total number of pupils	755	Number of pupils eligible for PP	426	Date for next internal review of this strategy	February 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-1.23	-0.98 (All students)
Attainment 8 score average	28.49	34.32 (All students)

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

#### Academic barriers (issues to be addressed in school, such as poor literacy skills)

A.	Literacy of PP students. Levels of reading and recall limit the access to the curriculum and examinations.
B.	Experiences at home. For some PP students there is a lack of opportunity to engage with learning outside of school.
C.	Behaviour. The behaviour of some PP students is limiting their access to learning and the curriculum

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

D.	Attendance. The attendance of the PP students significantly impacts upon their learning.												
	<table border="1"> <thead> <tr> <th>Whole School 7-11</th> <th>2017/2018</th> <th>2016/2017</th> </tr> </thead> <tbody> <tr> <td>All Students (750)</td> <td>90.8↓</td> <td>91.4</td> </tr> <tr> <td>PP (456)</td> <td>88.7↓</td> <td>89.8</td> </tr> <tr> <td>NON PP (294)</td> <td>94.2↑</td> <td>93.7</td> </tr> </tbody> </table>	Whole School 7-11	2017/2018	2016/2017	All Students (750)	90.8↓	91.4	PP (456)	88.7↓	89.8	NON PP (294)	94.2↑	93.7
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4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
<b>A.</b>	The academic results for PP students increases and the gap between PP and all students closes in the core subjects.	<ul style="list-style-type: none"> <li>Disadvantaged pupils increasingly make at least expected progress and a greater number of pupils meet targets.</li> <li>The P8 gap between PP and NPP Progress 8 to reduce, particularly in maths and English, and continue to reduce over time.</li> <li>GL assessment through the progress tests in maths, English and science used to track progress throughout KS3 cohort.</li> <li>The whole school DAFITAL process is further embedded to improve assessment, recording and reporting of all pupil performance throughout the year.</li> <li>Departmental DAFITAL recording sheets include specific reference to disadvantaged pupils with progress concerns.</li> <li>Evidence will be produced from GCSE data in August 2019.</li> </ul>
<b>B.</b>	Pupils learning will be enriched through an engaging, appropriate and resource rich curriculum. This will expose them to a wide variety of experiences, give them cultural reference and close the gaps that may exist for our students.	<ul style="list-style-type: none"> <li>An increase in experiences planned for PP students within subject areas.</li> <li>PP students engaged in their learning; achievement, behaviour and engagement increases.</li> <li>PP students will be able to talk about experience confidently due to the SoL exposing them to the experiences required to access the curriculum and for later life.</li> </ul>
<b>C.</b>	Students' social, emotional and behavioural barriers are identified and supported. This will improve the opportunities for students to engage in learning both in and outside of school and reduce the number of behavioural incidents for disadvantaged students.	<ul style="list-style-type: none"> <li>Behaviour is monitored half-termly to target specific pupils and groups of pupils for intervention.</li> <li>Addressing a lack of engagement will help pupils make healthy and sustained decisions to make appropriate choices in their education and wider lives.</li> <li>The effectiveness and range of opportunities to reduce the barriers to learning increase.</li> <li>Interventions for disadvantaged pupils are monitored and impact reviewed.</li> <li>Sunflower group to be established to support the needs of students in accessing the curriculum.</li> <li>Inclusion centre to be created for a small number of students requiring specialist provision.</li> </ul>
<b>D.</b>	To improve the attendance of the disadvantaged students in Year 8-11 and to reduce the incidence of PA for these students. To ensure Year 7 attendance for PP students is in line with national expectations.	<ul style="list-style-type: none"> <li>Whole school focus on disadvantaged pupils' attendance and specifically PP / FSM PA attendance.</li> <li>Attendance rewards and challenges set regularly to promote good attendance and punctuality.</li> </ul>

- Disadvantaged pupils' attendance to increase from xx% and disadvantaged pupils' PA attendance to fall from xx%
- The gap between PP (school) and National NPP closes.

## 5. Planned expenditure

**Academic year**

**2018-2019**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To establish literacy project to improve literacy levels for all PP students.	A	Improving vocabulary and specific language will improve access to an increasingly complex curriculum. Improvements in Literacy will be reflected across all examination subjects. EEF evidence suggests approaches to improve pupils' literacy may lead to significant impact on their learning.	Resources provided by the reading champion to ensure a consistent approach across the college. AHT to oversee quality.  Literacy is embedded across the school and in all subject areas.	VP (AHT)	Hal – Termly Using internal and external assessment data (e.g. G&L English assessment).
Develop a rich curriculum for all students to close the gaps in wider experiences for the disadvantaged students.	A and B	Evidence shows that disadvantaged students can miss out on cultural opportunities, putting them at a disadvantage in life and in accessing the new curriculum. For example: Visits to art galleries, theatre, museums. Meeting actors, writers, other professionals to inspire them to achieve.	Time given for departments to plan and review SoL. SLT to review schemes and give feedback to HOD. Primary Heads to review SoL to ensure that KS2 learning is considered and students are challenged appropriately.	GW (AHT)	On-going, through lesson observations, learning walks and student voice.

Bespoke activities planned for disadvantaged students to address the barriers to learning that are identified through DAFITAL meetings.	A , C and D	Addressing the needs of students will help support pupils to achieve their potential. It will also help the students to make healthy and sustained decisions to make appropriate choices in their education and wider lives.  For example: Shaping future events, motivational workshops, pastoral support from specialists, handwriting workshops etc...	AHT for PP will ensure that DAFITAL data is analysed and barriers identified are raised at SLT and with the appropriate staff.  Key staff to plan and organise events/activities for the students and the impact of these activities measured.	KT/AMC/EB	Half -Termly
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**Total budgeted cost**

## ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
English and Maths intervention from the Tutor Trust in KS3 to support the progress of disadvantaged students	A	Early intervention is to ensure gaps do not widen and to support the students to achieve the appropriate progress for their age and ability.	Data used effectively to identify the appropriate students.  Robust tracking and monitoring while students receive intervention.	GJ	<ul style="list-style-type: none"> <li>Weekly after intervention</li> <li>Half way through intervention programme.</li> <li>At the end of programme</li> </ul>

Curriculum offer reviewed for some disadvantaged students who are underachieving.	<b>B</b>	<p>The curriculum must match the needs of the students to ensure that are equipped with skills and knowledge needed in life, In exceptional cases individual disadvantaged pupils may benefit from a bespoke curriculum focused on the areas of study where they are able to make progress.</p> <p>For example: The sunflower group offers a bespoke education for</p>	<p>Clear communication with students and parents/carers.</p> <p>Individual interviews with students to ensure the curriculum is appropriate for their needs.</p> <p>Review students' curriculum choices from assessment data.</p>	AMC/KT	<ul style="list-style-type: none"> <li>Data Collection points</li> <li>Dafital assessment points</li> </ul>
Specialist support targeted for some disadvantaged students. (Eg: Psychologist, Intervention teachers)	<b>A and C</b>	<p>Disadvantaged pupils are supported when difficulties with their mental, physical, emotional or spiritual health is affecting their learning. Bespoke sessions are tailored to each pupils' needs with cohorts organised through priority circumstances.</p>	<p>Specialist staff to identify appropriate students to receive support from a variety of information.</p> <p>Impact and review of support measured.</p>	AMC / EB	<ul style="list-style-type: none"> <li>Ongoing review as required.</li> </ul>
<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

DAFITAL - Pastoral and Subject staff to review PP students they are responsible for and identify barriers to learning.	A and C and D	<p>Disadvantaged pupils are actively highlighted and their performance discussed at regular intervals in accordance with the calendar. Line managers ensure that disadvantaged pupil concerns are monitored and logged.</p> <p>Staff are given time to review and reflect on the performance of their cohorts and relevant sub-groups, this ensures that all the disadvantaged students are given additional support.</p>	<p>AHT for PP will ensure that DAFITAL data is analysed and barriers identified are raised at SLT and with the appropriate staff.</p> <p>The impact of any intervention will be measured and reported to SLT, governors and other stakeholders.</p>	KT	Halt-Termly
Behaviour support from pastoral staff, with a focus on disadvantaged students.	C	<p>Mentorship develops relationships with students. Disadvantaged pupils at risk of receive support from the pastoral team to reduce impact of behaviour and low engagement of pupils.</p>	<p>Appropriate staff to work with key students.</p> <p>Tracking of behaviour through consistent use of the school monitoring and recording systems, Communication with staff and parents.</p>	AMC/EB	Halt-Termly and following an initiative.
Attendance initiatives to increase the attendance of PP students	D	<p>Poor attendance reduces the attainment of pupils. Promote positive attendance through high expectations, rewards, and key form classes. Profile of good attendance is high and visible around the school and a priority for all.</p>	<p>Consistent approach and key messages from staff.</p> <p>Profile and momentum maintained consistently throughout the year.</p>	HMc	Halt-Termly and following an initiative.
<b>Total budgeted cost</b>					

## 6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Action	Intended outcome	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
DAFITAL (data and feedback informing teaching and learning) meetings introduced in college	A	Much of this academic year was spent researching the approach and working with staff to train and share the principles behind the initiative.	The approach was received well and will be implemented in the next academic year. A new person will be appointed to lead the PP strategy for the school and drive this initiative forward.	
DAFITAL meetings introduced through primary liaison with main primary partner schools (St Johns, Faith, Holy Cross, OLI.)	A		We will not continue with this next academic year. We feel that we need to establish the DAFITAL approach internally before moving to work with the partner primary schools.	
Develop 'Disadvantaged Pupil Champions' Yr 11 DPs champion	A	Yes, mentorship for Year 11 students was set up and PP students received advice and guidance throughout the year. This initiative was successful and appreciated by the students. There is evidence for some students of improvement in attitude and attainment in the summer examinations as a result of the information gained in these mentor meetings.	This will continue this year as the Year 11 mentorship programme was successful. Students felt supported and much information was gained and shared that supported the students overcome barriers to learning. This year, we plan to extend this and AHOY will be PP champions for PP student in their year group. The AHY for PP will advise AHOY about areas they can support student in as a result of the information gained through the DAFITAL meetings.	
DPs learning walks	A	Learning walks have allowed the focus on learning across the college to be monitored closely. Regular scrutiny of books, with some having a specific PP focus has ensured that the profile of these students has been raised.	We will continue with the learning walks this year, and to ensure that PP students' issues and concerns are identified. The selection for students for student voice and the work scrutiny to will include only PP students. Other students' books will be reviewed and their experiences heard in the classroom during the lesson observations.	
<b>ii. Targeted support</b>				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on	Lessons learned	Cost

		pupils not eligible for PP, if appropriate).	(and whether you will continue with this approach)	
<ol style="list-style-type: none"> <li>1. DPs Work scrutiny</li> <li>2. G and L assessments</li> <li>3. Departmental question level analysis</li> <li>4. Mixed ability key stage 3 setting</li> <li>5. Assign teachers with good observation track record to teach classes with high numbers of DPs</li> <li>6. Introduce baseball knowledge initiative</li> </ol>	A	<ol style="list-style-type: none"> <li>1. Work scrutiny focus highlighted where support was needed.</li> <li>2. GL data used by English and Maths, to be further developed next year.</li> <li>3. QLA data now being used in more subjects.</li> <li>4. Setting supported learning in the classes where mixed ability was piloted</li> <li>5. Some classes have students with a high proportion of PP students where possible. (eg Maths)</li> <li>6. Did not get established.</li> </ol>	<ol style="list-style-type: none"> <li>1. We will continue to ensure there is a focus on PP students when marking and assessing books and when carrying out departmental learning walks and student voice.</li> <li>2. Use of GL data will be developed further to provide more information to staff to address the individual needs of the students.</li> <li>3. QLA to be developed further through work with the LA in mathematics and some internal NPQSL projects.</li> </ol>	
Develop an enrichment programme for DPs	B	An enrichment programme was established for all students.	We will continue to offer enrichment for all students, however through the DAFITAL we will also put on specific events just for the PP students.	
To improve attendance and reduce PA for DPs	C		<p>Increase the initiatives uses to improve attendance. Input from a range of agencies have supported improvement and this will continue.</p> <p>Further raise the profile of attendance with students, staff and parents and carers.</p> <p>To create a specialist form class with an attendance focus and a strong form teacher.</p>	
To reduce behaviour issues for DPs	D	Staff felt supported through the strategies introduced to support behaviour, patrol etc.... and stated that this had a positive impact on behaviour and as a result learning.	To further develop the strategies to improve the behaviour of PP students in lessons.	
<b>iii. Other approaches</b>				



Action	Intended outcome	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
Enhanced pastoral support - Michael Galbraith (Psychologist)	D	Yes, students received the support required for their needs.	We will continue to provide specialist support for our students.	
Alternative study - Use of college courses for targeted PP students	B	Yes, students access and appropriate curriculum for their needs and achieve qualifications to	To continue to offer alternative study for the small number of students it is appropriate for.	

## 7. Additional detail

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