



Pupil premium strategy St John Fisher Catholic School Ordnance Street Chatham Kent ME4 6SG

1. Summary information					
School	St John Fisher Catholic School Ordnance Street Chatham Kent ME4 6SG				
Academic Year	2019	Total PP budget	£244,300 ⁱ	Date of most recent PP Review	Sept 2018
Total number of pupils	829	Number of pupils eligible for PP	264	Date for next internal review of this strategy	July 2019
Looked After PP	9	Service family PP	4	Other PP	251

Current attainment – data obtained from 4Matrix						
	Pupils eligible for PP			Pupils not eligible for PP		
	2017	2018 national	2018	2017	2018 national	2018
% achieving 4+ in English and Maths	31%		32%	47%		57%
% achieving 5+ in English and Maths	15%		8%	26%	50%	29%
Progress 8 Score average	-0.56	+0.11	-0.77	+0.16	+0.13	+0.15
Attainment 8 average Score	31.81	43.44	29.44	40.57	49.96	42.00
% entering the Ebacc	28.21%		20%	31.08%	43%	30.26%
Average Ebacc score	2.37		2.49	3.16	4.39	3.44

2. Barriers to future attainment	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	The school needs to continue improving access to extra-curricular study facilities for PP students.
B.	The school needs to continue developing staff so that they are effective in their roles and in improving the outcomes for PP students by addressing their barriers to learning.
C.	The school needs to continue strengthening the effectiveness of systems to monitor and improve attendance and outcomes data for PP students.

D.	The school needs to continue to strengthen the breadth and balance of its curriculum so that there are appropriate pathways for PP students.
E	PP attendance rates are below school averages. This reduces their school hours, therefore causing them to fall behind.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	Medway is within 37% of the most deprived local authorities nationally. Additionally, Medway is ranked in the 33% most deprived local authorities for employment. Unemployment rates are high. Medway also ranks in the 39% of the most deprived local authority for housing quality.
B	Roughly 28% of children under 16 in Medway live in poverty. Of the twelve most deprived neighbourhoods in Medway, four are located in Luton and Wayfield, Gillingham North and Chatham Central (all ranking as 'most deprived'). This is where many of our students come from.
C	Seventeen areas in Medway are ranked in the most deprived 10% nationally for young people's qualifications.
E	There is a history of poor engagement with the parents and carers of some PP pupils dating back to primary schools

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved outcomes for all PP students including a narrowing attainment gap between SJF external examination results and national PP outcomes. Measured by 2019 GCSE and GCE external results and internal end of year assessments	Evidence of a narrowing or no gap between PP and NPP students. Ultimate goal: 70% pupil premium students across all Key Stages to make expected progress and 30% to exceed expected progress.
B.	PP students receive teaching that is at least good and preferably outstanding. Measured by lesson observations, book looks and analysing student outcomes.	100% of teaching to be judged good or better.
C.	PP students have the resources and behaviours necessary to access the curriculum and succeed in their learning. Measured by SMHW access, library use figures, PP breakfast, revision session registers; Behaviourwatch positive and negative points.	PP students are accessing Show My Homework and after-school library provision. They are accessing the free breakfast provided to make sure that they are set up for the day's learning. PP students are receiving more rewards and fewer negative points on Behaviour Watch. Student voice surveys show that students feel positive about their learning and know how to access further support.
D.	Raise Pupil Premium attendance so that it is line with national expectations for all pupils (96% attendance). Measured by: attendance figures.	Percentage attendance of pupil premium students will be in line with national expectations. Absence and persistent absentee figures for PP students to reduce from 2017-18 academic year and the attendance gaps between PP and non PP students to be reduced.
E.	Accurate assessment of PP pupils enables effective tracking of progress and intervention to be put in place where necessary. Measured by 2019 GCE and GCSE external results and internal end-of-year assessments.	Covue reports in place for Years 7-13; allocation of RED list students to RSL PP shows positive impact on student progress. Alternative curriculum /SEN support to be put in place for PP students as needed.
F.	The school improves engagement with parents and carers of PP pupils. Measured by: PTA minutes; parent voice survey; attendance to Parents' Evenings	The school re-establishes its PTA and some PP student parents / carers are involved. Attendance to Parents' Evenings for PP parents / carers improves.

4.		5. Planned expenditure				
Academic year		2018/19				
		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. Improve classroom pedagogy						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review impact?
PP students receive teaching that is at least good and preferably outstanding. Measured by lesson observations, book looks and analysing student outcomes.	<p>High quality CPD focused on the needs and areas for development</p> <p>External Consultancy Work</p> <p>Coaching conversations to be the culture at SJF for staff and students.</p> <p>The aim is for all teaching to be good, preferably outstanding.</p> <p>This will benefit all pupils including PP pupils.ⁱⁱ</p>	<p>Coaching How Coaching can impact Teacher and Students</p> <p>Every Minute Matters</p> <p>Pitch and Pace (Stretch and Challenge) – embedding ‘Thinking Hard’ strategies from 2017-18 academic year</p> <p>Bespoke CPD that is relevant to members of staff at various career stages. Across the school we will continue our heavy focus on CPD in subject knowledge and work on syllabus familiarisation in continued response to the introduction of the new GCSEs.</p> <p>Build upon success from English and science consultancy work;</p>	<p>SIP Raising Standards -Weekly Standing Item on SLT Meeting agenda</p> <p>Lesson observations internal and external bodies</p> <p>Learning walks/Drop-in</p> <p>Line management review after each Data Window</p> <p>Raised attainment and progress, thus narrowing the gap for all groups</p>	<p>PIXL Membership £6100</p> <p>Cost of bespoke CPD programme £13340</p> <p>Cost of English / Maths / Science / RE consultant per day: £400 per day Total: £9600 (four consultants for 6 visits each)</p>	IJO/SCH /DDN	<p>HT1: <i>RE:</i> External consultant’s focus has been schemes of learning, department improvement plans and curriculum. <i>English:</i> External consultant’s focus was on moderation and standardisation of Year 11 PPEs. <i>Science:</i> Revision guides are provided for all students and they are encouraged to use these in lessons. There are even tasks done in lesson to demonstrate different ways of using a revision guide.</p> <p>HT2: Two coaching sessions have been delivered to staff. Bespoke CPD related to middle leadership and senior leadership is attended by relevant staff members.</p> <p>HT3: Bespoke PP CPD scheduled to take place during half term 4. PP RSL</p>

		recruiting consultants for maths and RE.				<p>attended PiXL main meeting to develop understanding of strategies and improve outcomes.</p> <p>HT4:</p> <p>HT5:</p> <p>HT6:</p> <p>After external examination results:</p>
<p>PP students receive teaching that is at least good and preferably outstanding. Measured by lesson observations, book looks and analysing student outcomes.</p>	<p>PP Pupils from each year group will complete a Student Voice Survey to inform their teaching.</p> <p>PP students will be involved in the work of the School Council and we will look to have PP parents and carers involved in the work of the school council. This will again inform the teaching and offer that students receive.</p>	<p>'Student self- evaluation is recognised as a crucial part of schools on-going cycle of review and improvement planning. A self-evaluation summary is likely to be the most effective when it is concise and succinct, captures the key points and, where relevant, identifies sources of evidence' Ofsted</p>	<p>Outcome of survey will identify student voice barriers to learning</p> <p>This will then inform a staff CPD session explaining how to minimise the impact of these barriers</p> <p>We will encourage PP students to stand for election to student council and prefect positions.</p>	Cost: £0	SMO/YG PLs	<p>HT1: 4 out of the 10 pupils on the whole School Council (40%) are PP; 18 of the 49 pupils on the Form Councils are PP (37%); the school is 33% PP.</p> <p>HT2: n/a</p> <p>HT3: Prefects in post – first meeting scheduled for 12th March. 22% of elected prefects are PP students. Three school council meetings have taken place. Students have discussed the library being open at break and lunchtimes, quality of canteen, enrichment and school environment.</p> <p>HT4:</p> <p>HT5:</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?	Cost	Staff lead	When will you review impact?
Improved outcomes for all students including a narrowing attainment gap between PP and non PP pupils. Measured by 2019 GCSE and GCE external results and internal end of year assessments	<p>To improve the P8 scores of PP eligible students through appropriate curriculum offers and qualifications. (particular focus on Open Bucket)</p> <p>Use of additional qualifications to strengthen Open Bucket</p> <p>3. Additional MFL qualifications to strengthen EBacc Bucket</p> <p>2</p> <p>Use of PIXL Strategies to track progress- War cards</p> <p>Use of PIXL Curve exams</p>	<p>An article on the Sec Ed website also offers advice on planning for progress 8. It says that schools should ensure that KS3 and 4 pupils do not study too many or too few subjects. This must be balanced with the need to provide a curriculum that continues to service their communities appropriately.”</p> <p>Taken from The Key October 2016</p>	<p>War cards – P8 figures analysed</p> <p>PPE data analysis</p> <p>Raised attainment and progress</p>	<p>Cost per additional MFL GCSE entry £48.45</p> <p>Projected total = 14 x £48.45 = £678.30</p>	VWA/EB A	<p>HT1: In the November PPEs, one PP student was entered for an additional MFL qualification and achieved a level 5.</p> <p>HT2: Year 11 War Cards/Progress board is displayed in the staff room and the head teacher’s office. School participated in PiXL Wave for English and maths. English. Mostly used as a comparison point for March PPEs. Maths PiXL Wave confirms maths GAP analysis from PPEs.</p> <p>HT3: Year 11 Priority list created identifying students who need English and maths catch up and attendance to intervention to improve P8 score. Parental meetings scheduled. Students who require intervention to secure EBacc measure allocated to relevant subject areas. CLs are prioritising these students for intervention. Additional MFL qualifications have been agreed with students and are scheduled for term 5. 2LF has revised year 11 War Board based on DW2 data.</p> <p>HT4:</p>

<p>Improved outcomes for all students including a narrowing attainment gap between PP and non PP pupils. Measured by 2019 GCSE and GCE external results and internal end of year assessments</p>	<p>Dedicated Raising Standards Leader for Pupil Premium.</p>	<p>To raise the profile of PP pupils. Ongoing partnerships with other schools to develop and implement strategies. Whole staff CPD raising awareness of Pupil Premium students and barriers facing these students.</p>	<p>Departments meeting minutes identify PPG is a standing item. Observations identify strategies Learning walks identify strategies being used Raised attainment and progress, thus narrowing the gap</p>	<p>Cost of RSL Pupil Premium lead £5685</p>	<p>SMO/ Heads of Department</p>	<p>HT1: Of the year 8 - 10 students who are receiving intervention from PP coordinator, 75% have made progress since July 2018. HT2: Appropriate partnership school identified and visit booked in order to share best and next practice. HT3: Pupil premium CPD scheduled for 20th March. Planned impact is to develop department based strategies to narrow the attainment gap. HT4: HT5: HT6:</p>
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<p>PP students have the resources and behaviours necessary to access the curriculum and succeed in their learning.</p>	<p>All Pupil Premium students to have access to free breakfast</p>	<p>Eradicates learning on an empty stomach</p>	<p>Monitor the take up of breakfast by PP students</p>	<p>Cost of free PP breakfasts £1 per student = £51680</p>	<p>SMO</p>	<p>HT1: 32% of PP students access free breakfast either before school or at break. HT2: Access to free school breakfast has remained consistent. SMO has requested that this is discussed at the next whole school council meeting to identify barriers. Changes to bus timetables. Some students who used to come in for breakfast but now don't get to school in enough time to take advantage of this. It was too early for students; they don't want to come in early just to get breakfast. Students dislike the quality of food – a theme that's coming through from all students across the school. Up to 60 PP students take advantage of the free breakfast each week.</p>
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<p>PP students have the resources and behaviours necessary to access the curriculum and succeed in their learning.</p>	<p>Relaunch of ShowMyHomework</p> <p>Use of PiXL apps where appropriate.</p> <p>Homework club rolled out to upper site.</p>	<p>Research identified that those children that live in overcrowded conditions will be the losers in education. Children with no storage for books and paper, no table or surface to which to work and no quiet area in which to read/revise makes keeping up with school work and their peers very difficult (<i>Peter Mortimore</i>)</p> <p>Although PP students typically lack resources for homework, the overwhelming majority have access to a smartphone and/or other device with WiFi access. Targeted homework enables students to develop resilience and to take ownership of their learning. Additionally, they can utilise homework when unable to access intervention sessions after school. Homework club at both sites means that PP students can have a quiet, study-oriented environment to complete work which they may not have access to at home.</p>	<p>Students consistently log in to and complete homework through ShowMyHomework</p> <p>Closing of the attainment gap and an increase in attainment and progress.</p>	<p>Cost of PIXL programme as above</p> <p>Cost of Show My Homework £4349</p> <p>Cost of LSAs: budgeted elsewhere in this report</p>	<p>SMO/HD</p>	<p>HT1: During term 1, 26% of KS4 PP students made regular use of the homework facilities after school.</p> <p>HT2: Proportion of PP students attending homework club has stayed the same. Student voice planned to identify barriers to attending.</p> <p>HT3: Year 11 Studyzone set up – this is a staffed computer room where students can work and revise after school. All year 11 students attend study skills sessions on Tuesdays and Fridays to teach them <i>how</i> to revise. Anecdotal evidence suggests that all students are finding this beneficial. Student voice to be completed after PPEs.</p> <p>HT4:</p> <p>HT5:</p> <p>HT6:</p>
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<p>Raise Pupil Premium attendance so that it is line with national expectations for all pupils (96% attendance).</p>	<p>A dedicated member of staff to track PP pupils' attendance</p> <p>A team of staff to support and intervene with PP pupils' attendance. (YGPL/TCH/PCL/HLTA)</p> <p>Targeted support and increased incentives used to encourage improved attendance</p>	<p>"Schools that are most successful in their use of the PP adopt a range of strategies, well targeted at the needs of their pupils.....If poor attendance is an issue, this is addressed as a priority" John Dunford The pupil premium journey: lessons learned during my two years as National PP Champion August 29, 2015</p> <p>Nationally the attendance of PP pupils is lower than non-PP pupils.</p> <p>Students' progress and attainment cannot improve if they are not accessing learning</p>	<p>Praise in assemblies for good attendance</p> <p>Home visits by EWO</p> <p>Telephone conversations and letters sent out to parents;</p> <p>Meetings held in school with parents</p> <p>Regular contact/meetings with outside agencies,</p> <p>Fixed Penalty Notice warning Prosecution</p> <p>Raised attainment and progress, thus narrowing the gap</p>	<p>Cost of attendance officer £20558</p> <p>Cost of external attendance support £12312</p>	<p>2AP/ TCH/ DSO/HO Y/PCLs</p>	<p>HT1: Attendance of pupil premium students is now tracked on a weekly basis.</p> <p>HT2: The attendance gap between PP and whole school has stayed fairly consistent at 1.7%. Current figures show that PP attendance is 92.9% compared to the whole school attendance of 94.7%</p> <p>HT3: 166 students with less than 96% attendance identified and meetings with middle/senior leader have happened in line with the attendance policy. Barriers identified and strategies implemented. 56 of these students were PP. Attendance figures of PP students tracked weekly and cumulative yearly figures calculated. There has been a narrowing of the attendance gap between PP and NPP. This is now 1.6%.</p> <p>HT4:</p> <p>HT5:</p>
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iii. Other Approaches to support whole school strategy						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review impact?
Accurate assessment of PP pupils enables effective tracking of progress and intervention to be put in place where necessary. Measured by 2019 GCE and GCSE external results and internal end-of-year assessments.	Covue reporting systems enabling accurate identification of PP / NPP gaps	<p>Accurate assessment and grading is imperative so that students know where they are and also understand what they need to do to improve</p> <p>Essential for appropriate and targeted students and intervention.</p> <p>Heads of Department are being asked to analyse the accuracy of their predictions, and those of their teachers, as part of results analysis. CPD on effective predictions will be delivered to all staff.</p>	<p>SIP</p> <p>Identification of inaccurate staff assessment</p> <p>Internal moderation</p> <p>External standardisation</p> <p>Raised attainment and progress for, thus narrowing the gap for all groups</p> <p>Higher proportion of accurate predictions.</p>	<p>Cost of Covue services £1000 per month plus VAT</p> <p>Total: £14400</p>	VWA/CoVue	<p>HT1: Exam Results meetings held with all CLS holding them to account of predictions (see minutes of meetings); CPD on accurate predictions delivered to all staff on 31.10.18 (see notes of training). Covue report produced for external examinations summer 2018 suggests that there was strong correlation between final predictions and actual Year 11 results</p> <p>HT2: John Munt (CoVue) and VWA have liaised with Heads of Department regarding predicted grades and have quality assured process of calculating predicted grades. Issues with predictions have been identified and a plan of support in place.</p> <p>Underachieving pupil premium students identified from DW1, interventions in place and support plans available to all staff.</p> <p>HT3: Underachieving pupil premium students identified from DW2, interventions in place and support plans available to all staff – impact to be reviewed after next data window. Pupil premium</p>

						<p>progress has improved generally for students in years 10, 11 and 12 and this is closely in line with whole cohort improvement. Therefore, the gaps in year 10 and 12 are narrowing. In year 9 the gap is narrowing although this is still significant. (see Appendix 1)</p> <p>HT4:</p> <p>HT5:</p> <p>HT6:</p>
<p>Improved outcomes for all students including a narrowing attainment gap between PP and non PP pupils.</p>	<p>PP and NPP students with SEN issues receive appropriate support Identify an appropriate support programme for students with SEN.</p> <p>Employment of a 2i/c SENCO to provide additional capacity for supporting SEN students</p> <p>Access to school counsellor and Educational Psychologist</p> <p>SEN Action Plan</p>	<p>Evidence suggests that the number of students with SEN continues to rise and that targeted early intervention matched to specific students with specific SEN issues can be effective, especially for younger pupils.</p> <p>Mental health issues among young people are on the increase with funding to local services being cut. This means that students can access relevant support in-house.</p>	<p>Regular Inclusion meetings between inclusion team led by SHA to discuss and put in place strategies of PP pupils causing concern</p> <p>Raised attainment and progress, thus narrowing the gap</p> <p>Students are empowered to developing coping strategies and to identify triggers for their mental health.</p>	<p>Cost of 2i/c SENCO £5685</p> <p>Cost of school counsellor £200 per visit = £4000</p> <p>Cost of Educational Psychologist £175 per visit = £3500</p>	<p>Incl Team Led by SHA TCH</p>	<p>HT1: 2ic SENCO appointed. School counsellor and educational psychologist are available in school. SEN action plan created.</p> <p>HT2: ISG meetings embedded and strategies developed. 43% of students referred to ISG are PP students. Of the students seen by the Educational Psychologist so far, 43% are PP. Of the students seen by the school counsellor, 40% are PP.</p> <p>HT3: Impact is ongoing.</p> <p>HT4:</p> <p>HT5:</p> <p>HT6:</p>

<p>PP students have the resources and behaviours necessary to access the curriculum and succeed in their learning</p>	<p>PP pupils are not equipped with skills (including raising self-esteem and self-motivation) to improve outcomes. To improve for all students, including PP.</p> <p>PSHRE Programme Assembly Themes PP monies to ensure PP pupils can access all extra-curricular opportunities, school trips, Theatre trips etc. Provide uniform Wider variety of trips and cultural capital. Barclays LifeSkills workshops Whole school prefects</p>	<p>Behaviours that are thought to underpin success in school and work, such as self-control, social skills, motivation, and resilience seem to be lacking in many PP pupils. Evidence suggests that support to develop these attributes may be particularly important for children from disadvantaged backgrounds. Development of “soft skills” leads to higher level of success and more success post-16 in terms of employability. Students can develop leadership skills through the prefect proposal and can feel included within the school community.</p>	<p>Lesson /assembly observation Attendance to enrichment activities by PP pupils. Raised attainment and progress, thus narrowing the gap</p> <p>Enrichment registers Consistency among expectation for prefect – successful running of event and evaluation of impact.</p>	<p>Cost of Barclays Soft Skills workshops £0 Cost of prefect badges £55.25</p>	<p>Raising Standards Team / YGPLs/S MO</p>	<p>HT1: 10% of year 11 PP students have committed to completing the NCS programme in summer 2019</p> <p>HT2: All year 10 students have participated in Back to Business day.</p> <p>HT3: Prefects in post – first meeting scheduled for 12th March. 22% of elected prefects are PP students. Praise letters sent home and badges awarded. Anger management sessions led by 2DS scheduled to begin on 11th March – 4 students accessing this are PP students. In term 3, there have been the following enrichment activities: <i>School of Rock</i> Theatre Trip for year 9 drama class (4 PP students out of 11 total) Teen Tech Trip Sports Hall Athletics Tournament (6 PP students out of 14 total) French Trip Year 8 attended University of Kent (whole cohort including 61 PP students) Year 9 attended <i>Chelsea’s Choice</i> Theatre Trip (whole cohort including 48 PP students) France PGL trip (5 PP students out of 24 total)</p> <p>HT4:</p>
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						HT5: HT6:
	PP students lack resources needed to maximise the revision process to improve outcomes. To resolve: Revision guides and equipment provided by the school. Investment in parental support guide. Focused revision sessions for year 11 and 10. After school intervention sessions	PP students typically lack meta-cognition skills and parental support with regards to <i>how</i> to revise.	Attendance to revision by PP pupils Students and families provided with revision handbooks.	Cost of equipment: £30.80	Raising standards team	HT1: RE and Science have given all year 11 PP students revision guides. HT2: All parents of year 11 students directed to revision resources on ShowMyHomework and the school website. HT3: All of Year 11 completing study skills sessions during registration on Tuesdays and Fridays. Of these students, 47 are PP. Impact review to happen in term 4. HT4: HT5: HT6:
	Meaningful rewards and praise raise the attainment of PP pupils: Rewards to PP pupils for attendance, progress and behaviour. Cultural capital based trips to be offered as rewards.	Research suggests that rewarding pupils works as a good motivator. PP students typically lack cultural capital opportunities.	Improvements in attendance, progress and behaviour. Fewer negative Behaviour Watch points Fewer call outs Data Window analysis Raised attainment and progress, thus narrowing the gap	Cost of rewards trips: £3200	SMO/ TCH/ YGPL/ CL/ Class teachers	HT1: Behaviour watch relaunched. HT2: Launch of two rewards activities – Christmas Cracker and cinema afternoon. 19% of students attending the cinema afternoon were PP. 55% of students who won Bluewater vouchers were PP students.

						<p>HT3: Targeted PP students on positive report to demonstrate success and academic “wins”. From the PP red list in DW1, 5 students (33%) have moved two progress judgements (from red to expected) and 5 students (33%) have moved one progress judgement (from red to just below). Therefore, 66% have improved their progress.</p> <p>HT4:</p> <p>HT5:</p> <p>HT6:</p>
<p>The school improves engagement with parents and carers of PP pupils.</p>	<p>Engagement with parent/carer though positive praise and not with just negative concerns</p> <p>Higher expectation with those parents who engage with the school.</p> <p>Letters home after an event to parent/carers – thanking them for attending</p> <p>Setting up of a PTA</p> <p>Hire of dedicated Parental Liaison Officer</p>	<p>Much sociological research suggests parental engagement will lead to pupils achieving regardless of their socio economic background</p>	<p>Better community support shown through attendance of any parent/carer invitation into the school, parents evening etc.</p>	<p>Cost of Parental Engagement and Events coordinator: £2667</p>	<p>Whole school</p>	<p>HT1: PTA has had two meetings and barriers to engagement at school events identified. 20% of parents attending or sending apologies to PTA meeting on 10.10.18 have PP children</p> <p>HT2: 50% of parents attending or sending apologies to PTA meeting on 14.11.18 have PP children</p> <p>HT3: PTA meeting took place in February 2019. Launch of Parentkind website to encourage closer partnership with parents/carers. The membership also provides insurance and a platform to organise, manage and run a PTA according to regulations.</p>

						<p>Parents are taking ownership regarding organising events. 2 out of 4 attendees were parents of PP students.</p> <p>HT4:</p> <p>HT5:</p> <p>HT6:</p>
<p>Improved outcomes for all students including a narrowing attainment gap between PP and non PP pupils.</p>	<p>Improved outcomes for Y11 PP students in English, Maths, Science and RE</p> <p>VIP Breakfast Club: English, Maths, Science, Study Skills</p> <p>Small group intervention with LSAs</p>	<p>Small group work enables teacher to focus exclusively on a small number of learners. PP student require a greater level of support because their language on the whole is impoverished.</p>	<p>Use of Data Window Assessment and gap analysis. Using data to target PP kids for VIP breakfast club.</p> <p>Lesson observations and drop ins; book reviews.</p> <p>Data packs</p> <p>Department meetings and minutes from meetings</p> <p>Base line testing before and after intervention</p> <p>Raised attainment and progress, thus narrowing the gap</p>	<p>Cost of VIP breakfast club £352</p> <p>Cost of 3 additional LSAs in school £21957 x3 =£65871</p>	<p>Raising Standards Team/YGPL/Head</p>	<p>HT1: n/a</p> <p>HT2: 41% of students attending VIP breakfasts are pupil premium students. Impact of this will be seen after March PPEs. Currently trialling the use of SIMS intervention package to track and monitor impact. Of the students receiving LSA support and small group intervention during lesson time, 41% are pupil premium.</p> <p>HT3: All red list students invited to attend interventions and/or VIP breakfast. Attendance to be monitored following March PPEs.</p> <p>HT4:</p> <p>HT5:</p> <p>HT6:</p>

<p>Improved outcomes for all students including a narrowing attainment gap between PP and non PP pupils.</p>	<p>PP pupils are closely tracked and monitored through Raising Standards meetings and appropriate and timely interventions are put in place to narrow attainment gaps between PP and NPP eligible pupils</p> <p>PP Students are a standing item on the agenda of YGPLs and Line manager meetings Curriculum departments</p> <p>Strategies put in place and reviewed at the next meeting for impact or at the next most appropriate time.</p> <p>Key barriers identified for underperforming (RED) students and allocated to appropriate RSL/Middle/Senior Leader</p> <p>Implementation of Student Support Plans available to all members of staff</p> <p>Newly appointed HPA and WB Coordinators</p> <p>External consultancy work</p>	<p>A Raising Standards Action Plan is: Designed to help the school reach its end-of-Key Stage (KS) school targets. It also ensures that systems and processes are in place to sustain on-going improvements</p> <p>Taken from The Key for School Leaders October 2016</p> <p>Students are provided with interventions that tackle the core barrier to learning and encourage interventions that are bespoke. Not all PP students will face the same barriers. Shared strategies mean that a consistent approach is given to students.</p>	<p>Observations Learning walks Minutes from meetings Data analysis</p> <p>Raised attainment and progress, thus narrowing the gap</p>	<p>Cost of HPA Coordinator £5685</p> <p>Cost of WBRI coordinator £5685</p>	<p>Raising Standards Team</p> <p>VRO/MRO</p>	<p>HT1: WBRI: Of the year 8 - 10 students who are both PP and receiving intervention from WBRI coordinator, 60% have made progress since July 2018. HPA: Of the year 8 - 10 students who are both PP and receiving intervention from HPA coordinator, 100% have made progress since July 2018. Students participated in the Sutton Scholar's Programme. Interviews with all students and parents informed of higher prior ability. HT2: Underachieving students identified and allocated to RSL dependent on need. Contact made with home and support plans created. HT3: 66% of PP red list PP students have made progress. All PP students invited to informal meeting with RSL. 21% parental turnout for these meetings. Parents very supportive and bespoke strategies implemented. Of these students, 7% have made progress in one calendar month.</p> <p>Six students on the HPA red list were also PP students. In DW1, one student moved two progress judgements and one moved one progress judgement.</p>
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						Four students on the WBRI red list were also PP students. In DW1, three students moved one progress judgement. HT4: HT5: HT6:
					Total PP Budget	£244,300
					Planned spend	£235,433.35

¹ Estimated allocation was £233,715 – on which this plan was based – later updated to £244,300 after census

¹ DFE guidelines suggest that PP grants can be spent ‘for the purposes of the school, that is for the educational benefit of pupils registered at that school’.

(<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2017-to-2018/pupil-premium-conditions-of-grant-2017-to-2018>). On this basis, while much of our PP spending is allocated to specific PP projects, some is allocated to school-wide initiatives which will have positive impacts on PP students.

Appendix 1

St John Fisher Catholic Comprehensive School

Pupil Premium Data Outcomes

Whole School Internal Data (DW2)

	PP DW3 17-18 % On or above expected progress	PP DW1 18-19 % On or above expected progress	Change in PP cohort over DW	NPP Cohort DW1 18- 19 % On or above expected progress	Gap between PP and NPP	PP DW2 18-19 % on or above expected progress	Change in PP cohort over DW	NPP Cohort DW2 18- 19 % on or above expected progress	Change in NPP cohort over DW	Gap between PP and NPP
Year 7		92%	N/A	91%	+1%	79%	-13%	89%	-2%	-10%
Year 8	82%	81%	-1%	88%	-7%	79%	-2%	85%	-3%	-6%
Year 9	65%	76%	+11%	91%	-15%	69%	-7%	81%	-10%	-12%
Year 10	65%	57%	-8%	61%	-4%	62%	+5%	65%	+4%	-3%
Year 11	57%	48%	-8%	64%	-16%	50%	+2%	67%	+3%	-17%
Year 12		67%	N/A	73%	-6%	78%	+11%	83%	+10%	-5%
Year 13	45%	N/A	N/A	87%	N/A	N/A	N/A	82%	-5%	N/A

Colour Key

	Negative gap more than 10%
	Negative gap up to 10%
	Positive gap up to 10%
	Positive gap more than 10%

Year 11 Internal Data

	Autumn PPE 17/18 vs 18/19 PP cohort Gap	PP 2018-19 Autumn DW1 CPG	NPP 2018-19 Autumn DW1 CPG	CPG PP vs NPP Gap	PP 2018-19 Autumn PPEs	NPP 2018-19 Autumn PPEs	PPE PP vs NPP Gap	PP 2018-19 Autumn DW1 Predicted	NPP 2018-19 Autumn DW1 Predicted	Predicted PP vs NPP Gap	PP 2018-19 Spring DW2 CPG	NPP 2018-19 Spring DW2 CPG	CPG PP vs NPP Gap	PP 2018-19 Spring DW2 Predicted	NPP 2018-19 Spring CP G2 Predicted	Predicted PP vs NPP Gap	Gap PP vs non PP Summer 2018 results
English and Maths 4+	+8%	16%	39%	-23%	20%	41%	-21%	34%	57%	-23%	16%	40%	-24%	30%	53%	-23%	-25%
English and Maths 5+	+6%	6%	22%	-16%	8%	24%	-16%	16%	36%	-20%	10%	22%	-12%	14%	36%	-22%	-22%
A8	+2.59	29.86	37.82	-10.96	27.49	36.78	-9.29	35.15	42.61	-7.46	30.33	38.32	-7.99	35.02	42.95	-7.93	-11.76
Ebacc 4+	-2.44%	4%	39%	-37%	0%	8.65%	-8.65%	6%	14.42%	-8.42%	2%	12.75%	-10.75%	2%	7.84%	5.84%	-2.82%
Ebacc 5+	No change	2%	22%	-20%	0%	4.81%	-4.81%	0%	6.73%	-6.73%	0%	5.88%	-5.88%	6%	17.65%	-11.65%	-1.32
Ebacc Entry	-2.63%	20%	33.65%	-13.65%	12%	33.65	-21.65%	20%	33.65%	-13.65%	22%	33.33%	11.33%	22%	34.31%	-12.31%	10.75%
5A*-C	+9.8%	26%	47.12%	-21.12%	22%	48.08%	-26.08%	54%	64.42%	-10.42%	34%	51.96%	17.96^	50%	68.63%	-18.63%	27.69%

Colour Key (all columns except right hand, where the colours are reversed)

	Negative gap: more than 10% / more than 10 A8 points / more than P8 0.5
	Negative gap: up to 10% / up to 10 A8 points / up to P8 0.5
	Positive gap: up to 10% / up to 10 A8 points / up to P8 0.5
	Positive gap: more than 10% / more than 10 A8 points / more than P8 0.5

Main Observations

- Current PP student outperformed last year's PP cohort in almost every measure in their first PPEs. In some cases these gaps are significant.
- However, this needs to be seen in the context of the whole cohort (where NPP students are also improving their results)
- In-year, gaps are still present between NPP and PP students in terms of current grades, PPE and predicted grades
- However, our predicted grades suggest that overall, this year's PP students will have a narrower or equivalent PP vs NPP gap in all measures except Ebacc compared to last year's cohort.

ⁱ Estimated allocation was £233,715 – on which this plan was based – later updated to £244,300 after census

ⁱⁱ DFE guidelines suggest that PP grants can be spent ‘for the purposes of the school, that is for the educational benefit of pupils registered at that school’.
(<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2017-to-2018/pupil-premium-conditions-of-grant-2017-to-2018>). On this basis, while much of our PP spending is allocated to specific PP projects, some is allocated to school-wide initiatives which will have positive impacts on PP students.