

HAGLEY CATHOLIC HIGH SCHOOL



PUPIL PREMIUM POLICY

& STRATEGY REVIEW

 ACADEMIC YEAR 2019-20

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**Mission Statement:**

***In Jesus we live learn and serve***

Together we are committed to excellent education for all

rooted in Gospel values,

inspiring a love for life-long learning

and following the compassion of Christ.

Called as God’s family;

we strive to achieve our personal best

by living and learning in Christ

**Principles:**

Every child with his/her individual needs is a unique gift from God.

All members of staff and governors accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring Catholic environment. This is an essential, integral part of the spiritual development of the whole school community.

As with every child in our care, a child who is considered to be ‘socially disadvantaged’ is valued, respected and entitled to develop his/her full potential irrespective of need.

**Background:**

The Pupil Premium is an initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential.

The Government has used Looked After Children and pupils entitled to Free School Meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals over a rolling six-year period. This fixed amount of money is expected to increase every year of the course of this current Parliament. A premium has also been introduced for children whose parents are serving in the armed forces. This service premium is designed to address the emotional and social wellbeing of these pupils. Eligible students are identified on a Government produced list called ‘The Ever6 List’. At Hagley Catholic High School, we will be using the Ever6 List as well as other identified vulnerable groups as our target children to ‘close the gap’

The Government is not instructing schools as to how they should spend this money; it is not ring-fenced and schools are ‘free to spend the money as they see fit’ DfE 2011. The Government, however, is clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and ‘close the gap’. Schools are accountable for closing the gap, and there is planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil premium compared with their peers.

**Overall Objectives:**

* Our school will ensure that the Pupil Premium funding reaches the groups for whom it is intended and that it makes a significant impact on their education and lives.
* The Pupil Premium will be used to provide additional education and support to improve the progress and raise the achievement for these pupils.
* The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
* The school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

**Provisional Numbers 2019-20**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Hagley Catholic High School** | **Whole school** | **Year 7** | **Year 8** | **Year 9** | **Year 10**  | **Year 11** | **Year 12** | **Year 13** |
| **Number on roll**  | **1134** | **190** | **189** | **190** | **189** | **164** | **112** | **100** |
| **Boys** | **588** (51.85%) | **107** (56.32%) | **104** (55.03%) | **101** (53.16%) | **94** (49.74%) | **78** (47.56%) | **54** (48.21%) | **50** (50%) |
| **Girls** | **546** (48.15%) | **83** (43.68%) | **85** (44.97%) | **89** (46.84%) | **95** (50.26%) | **86** (52.44%) | **58** (51.79%) | **50** (50%) |
| **Armed Forces** | **2** (0.18%) | **0** | **1** (0.53%) | **1** (0.53%) | **0** | **0** | **0** | **0** |
| **LAC** | **6** (0.53%) | **0** | **2** (1.06%) | **2** (1.05%) | **1** (0.53%) | **1** (0.61%) | **0** | **0** |
| **Pupil premium** | **146** (12.87%) | **35** (18.42%) | **38** (20.11%) | **25** (13.16%) | **20** (10.58%) | **19** (11.59%) | **9** (8.04%) | **0** |
| **Not pupil premium** | **988** (87.13%) | **155** (81.58%) | **151** (79.89%) | **165** (86.84%) | **169** (89.42%) | **145** (88.41%) | **103** (91.96%) | **100** (100%) |

**Income Pupil premium Funding: applicable to students in Year 7 -11**

2011-12 - £19,699 (£488 per student)

2012/13 - £52,100 (£632 per student)

2013/14 - £77, 400 (£935 per student)

2014/15 - £80,020 (£935 per student; £1,900 per LAC student; £300 per Service child)

2015/16 - £96,000 (£935 per student; £1,900 per LAC/Child Adopted after Care; £300 per Service Child)

2017/18 – £91,360 (£935 per student; £1,900 per LAC/Child Adopted after Care; £300 per Service Child)

2018/19 – £93,500 (£935 per student; £2,300 per LAC/Child Adopted after Care; £300 per Service Child)

2019/20 - £91,630 (£935 per student; £2,300 per LAC/Child Adopted after Care; £300 per Service Child)

**Provision:**

In order to meet Pupil Premium objectives, the Directors of SNOMAC and the Committee Members of Hagley Catholic High School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

As part of the additional provision made for pupils who belong to vulnerable groups, the Committee Members of the school will ensure that the needs of socially disadvantaged pupils are adequately addressed and assessed through termly pupil progress meetings.

In making provision for socially disadvantaged pupils, the Committee Members recognise that not all pupils who receive free school meals will be socially disadvantaged.

The Committee Members also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They, therefore, reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

**The range of provision:**

* Support student attendance
* Pupil progress and intervention tracking
* Careers information, advice and guidance
* Alternative support and intervention
* The development of a nurture group to develop social skills and confidence
* Supporting the funding of enrichment activities and educational visits
* Support from specialist outside agencies e.g. Educational Psychologist and the Education Intervention Officer

**Responsibilities:**

The realisation of the Pupil Premium initiative must be owned by the entire Leadership Team. The overall co-ordination will be carried out by the Principal; however, each member of the Senior Leadership Team will have a designated responsibility for tracking and reporting an area of the Pupil Premium initiative as follows:

|  |  |  |
| --- | --- | --- |
| **Name** | **Designation** | **Area of responsibility** |
| N Hackett | Assistant Principal | Overall co-ordination of PP initiative.Data analysis, progress tracking & production of reports for all PP students. Whole school intervention co-ordinator. |
| G Barratt | Assistant Principal | Extra-curricular & residential trip participation tracking for PP students.Behaviour and reward tracking for PP students |
| A Trickett  | Assistant Principal | Coordination of Year 11 intervention and identification of PP students and tracking progress |
| R Miastowski | Assistant Principal | Tracking of the involvement of PP students in the Catholic Life of the School.  |
| J Jones | Finance Manager | Tracking and reporting on PP funding expenditure |

Although the progress of and intervention for pupils eligible for Pupil Premium is the responsibility of subject teachers, at individual subject level it is the responsibility of the subject leader or relevant key stage co-ordinator to track the progress of this cohort of pupils and agree on relevant interventions in order to ensure that each pupil makes expected levels of progress.

It will be the responsibility of the Assistant Principal to produce a termly report for Committee Members based on feedback from relevant subject leaders/co-ordinators and SLT members. The report will include:

* The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
* An outline of the provision that was made during the term since the last meeting.

The Committee Members will ensure that there is an annual statement to the parents outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

**Success Criteria:**

The evaluation of this policy is based on how the school can close the gap between socially disadvantaged pupils and their peers. Targets will be identified and evaluated annually and included in the School Development Plan.

The success criteria for the Pupil Premium Policy will be based on the provision of evidence of:

* Early intervention and support for socially disadvantaged children.
* The vast majority of socially disadvantaged children meeting their individual targets.
* Effective pupil school support, including effective transition.
* An effective system for identifying, assessing and monitoring pupils.
* A whole-school approach.
* A positive school atmosphere in which pupils’ differences are recognised and valued members of the school community; developing confident and independent learners.

**Protocols:**

**Curriculum Intervention:**

Research by the Sutton Trust – Education Endowment Foundation has highlighted that the most effective intervention in terms of cost effectiveness and months of progress a pupil can make is effective teaching and learning, with an emphasis on feedback where in excess of 8 months’ progress can be made. The majority of curriculum intervention for Pupil Premium pupils should, therefore, take place in the classroom and be the responsibility of the subject teacher in liaison with the relevant subject co-ordinator.

The exception to this will be literacy and numeracy intervention which may take the form of classroom intervention or the withdrawal of students for small group or 1:1 tuition. This type of tuition can enable a pupil to make in excess of 5 months progress. The intervention must, however, be focussed and the impact measured from the pupil’s starting point.

**Small Group and 1:1 Tuition:**

At Key Stage 3 a nurture group has been created which enables disadvantaged and vulnerable learners to receive the necessary intervention needed to achieve their full potential.

At Key Stage 4 every effort must be made not to withdraw students from other subject areas. Intervention for this focus group should, therefore, be scheduled to take place on Tuesday mornings during period 1 or during scheduled Study Support sessions. On rare occasions where students are withdrawn from scheduled lessons there must be a sound rationale for this which must be presented in writing to the Principal who must sanction this prior to delivery.

Interventions will generally be scheduled to take place over a term. Pupil progress should be tracked and recorded on SIMs during the relevant reporting window.

**Funding for Other Interventions:**

A small amount of money has been allocated to fund interventions in other subject areas. Subject Leaders and/or Key Stage Co-ordinators will be required to submit a bid for the funding in which they outline:

* The target group (specific names of PP students will be required).
* The reason they are applying for the funding (specific data related to progress will be required where appropriate)
* Expected outcomes (i.e. how the gap will be closed in relation to starting points and expected progress)
* How the impact will be evaluated

**Expenditure Plan 2019/20**

**How we will spend pupil premium in 2019/20**

In July 2019 the school was provisionally allocated funding of £91,630 for the academic year 2019/20 Our expenditure from Pupil Premium is monitored internally throughout the year and adapted in line with identified student need. Our overarching aim, however, is to utilise the funds to improve and support student attendance, well-being and attainment on the basis that if students do not attend or are not safe, healthy and happy then they will not achieve to their full potential. Although the initiatives below are very similar to those used in previous years, it is important to note that they have been modified in line with our monitoring and evaluation activities.

**The following is a guide to how we propose to spend the Pupil Premium for 2019/20:**

**1. Closing the Gap on Attendance £10,000**

We will continue to work to close the gap between the attendance of Disadvantaged and Non-Disadvantaged students by allocating a proportion of the funding to the Attendance Officer’s Salary. This will involve approximately 50% of the attendance officer’s time as in addition to attendance this member of staff will mentor Pupil Premium pupils whose attendance is of concern and will also support the wellbeing of the vulnerable and disadvantaged pupils by organising sessions and liaising with parents and external agencies such as the School Counsellor and Educational Psychologist (approx. 50% with the rationale that 12% of our student population is disadvantaged but will, because of their needs, take up approximately 50% of the Attendance Officer’s time).

**2. Pupil Progress and Intervention Tracking £10,000**

A proportion of the Pupil Premium funding will be spent on developing a more effective system for tracking the progress, interventions and allocation of funding to disadvantaged students. This will be developed by the Student Data and Transport Co-Ordinator.

**3. Whole-school intervention strategy £10,000**

The appointment of an Assistant Principal with strategic and Operational responsibility for disadvantaged students from September 2019 is planned. As such a proportion of Pupil Premium funding will be spent on her salary to enable all pupils, but particularly those who are disadvantaged and vulnerable to make progress in line with their non-disadvantaged peers.

**4. Careers Information Advice and Guidance £5,000**

To build upon our success of ensuring that 100% of disadvantaged students secure an appropriate Post-16 destination we will increase the CIAG advice provided to disadvantaged students in line with individual requirements. This will be delivered in-house by the school’s Level 6 qualified Careers Advisor.

**5. Alternative Curriculum £4,000**

Available for KS4 students to pursue an alternative curriculum. We are currently budgeting for participation for up to 2 pupils.

**6. Nurture Group £25,000**

Due to the increasing need of disadvantaged and vulnerable pupils, funding will be spent on the maintenance of a 7th smaller teaching group in Years 7 – 9 to enable pupils in all 7 teaching groups to receive the necessary intervention to enable them to achieve to their full potential. This will necessitate the appointment of an additional teacher and the allocation of Teaching Assistants to support Pupil Premium and vulnerable pupils.

**7. Education Psychology Support £8,500**

To target PP students who need this service.

**8. School Counsellor £2,500**

To target PP students who need this service.

(Expenditure above already accounted for in the whole-school budget: Total: £75, 000)

(Remaining balance below totals £16,630) to be spent as follows: £16,630)

**9. Enrichment opportunities £4,000**

Funding will be made available to ensure that vulnerable and targeted students can participate fully in all curricular and extracurricular activities.

**10. Support with uniform for PP Students £3,000**

Funding up to a maximum of £25.00 per pupil will be available on application to support with the purchase of school uniform.

**11. Funding for Other Initiatives £9,630**

Funding will be available for subject areas when needs have been identified. Staff will be invited to make bids for strategies/initiatives which will have an impact on the progress and development of disadvantaged students

**TOTAL: £91,630**

**IMPACT REPORT – PUPIL PROGRESS**

**Report on the Progress of Disadvantaged Pupils: August 2020**

**Year 11**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Date/****Year** | **Disadvantaged Cohort Size** | **P8 Total Whole Cohort** | **P8 Non-Disadvantaged** | **P8 Disadvantaged** | **VA Gap**  | **VA Upper Band****Disadvantaged****(9 pupils)** | **VA Middle Band****Disadvantaged****(5 pupils)** | **VA Lower Band****Disadvantaged (4 pupils)** |
| KS4 Result | 19 out of 163 (12%) | 0.64 | 0.76 | -0.27 | 1.03 | 0.31 | -0.67 | -1.07 |
| Feb2020 | 19 out of 163 (12%) | 0.30 | 0.44 | -0.82 | 1.26 | -0.83 | -0.77 | -0.84 |
| Difference | 0 | 0.34 | 0.32 | 0.55 | -0.23 | +1.14 | +0.10 | -0.23 |

**\*VA calculated against national datasets**

* 2019/2020 year 11 disadvantaged cohort achieved an estimated –0.27 P8 score. Just over half a grade improvement was seen in actual results compared to PPG’s made in Feb.
* There was a VA gap of 1.03 between progress of the disadvantaged compared to the non-disadvantaged however within the cohort of 19, 3 had extreme negative progress scores due to non-attendance or following a reduced curriculum at an external provider.
* Disadvantaged upper ability pupils achieved a positive progress score of 0.31. This was a big jump from the -0.82 prediction made in Feb 2020.

**Intervention Strategies**

* Targeted intervention sessions in the core subjects (Maths, English, Science and RE) took place following the PPE’s in November through to the closure of the school due to covid-19 in March.
* Following the PiXL module that was used in the previous academic year, subjects used robust assessment data to identify weaknesses and to plan sessions aimed at filling the knowledge and skills gaps identified.
* Maths and English have used feedback from the PiXL Wave in order to personalise intervention and focus tasks set, revision sessions and teaching on areas of weakness.
* CLT sessions focused on developing methods of effective ‘in class’ intervention.

**PiXL Intervention Strategies**

* Since September 2018 the school have become part of PiXL. PiXL resources and strategies were introduced to all teaching staff during These strategies included a revised approach to intervention which included using Diagnosis, Therapy and Testing (DTT) and Smith’s Proformas.
* Each subject leader has been met with during the autumn term to discuss the use of PiXl and intervention strategies. Intervention is now aimed at filling the identified knowledge or skills gap of a learner.
* Maths entered the PiXL Wave initiative in November and English and Maths completed the Spring Wave. As a result of this, each pupil, disadvantaged and non-disadvantaged, were given a proforma which details their skill or knowledge areas of strengths and weakness and what action needs to be taken in order to improve.

**Year 10**

**As a cohort overall, Year 10 are currently predicted to achieve a P8 score of +0.13, consistent with the predictions made in the spring term (+0.14).**

* Recent predictions made for Year 10 show the disadvantaged students (18 pupils) with an estimated progress score of -0.34. This was against the non-disadvantaged (168 pupils) figure of +0.18.
* Therefore, there was a gap between the Non Disadvantaged and Disadvantaged is -0.52. This has gap was consistent with the predictions made in the spring term where the gap was the same.
* There are 0 disadvantaged pupils in the lower ability band.
* The disadvantaged middle ability students (9 students) have a negative P8 prediction, (-0.54) as their non-disadvantaged peers (58 students) (+0.15).
* The disadvantaged upper ability students (8 students) -0.12 are also below their non-disadvantaged peers (101 students) +0.19. This has gap was consistent with the predictions made in the spring term where the gap was the same.

**Key Stage 3**

**Year 9**

**As a cohort overall, year 9 are currently predicted to achieve a VA score of +0.16 against their FFT flight path targets.**

* The current predictions for progress for Year 9 show the disadvantaged students (25 pupils) at +0.14 against their targets. This is against the non-disadvantaged (164 pupils) figure of +0.16
* Therefore, the gap between the non-disadvantaged and disadvantaged is -0.01.

**Year 8**

**As a cohort overall, year 8 are currently predicted to achieve a VA score of +0.13 against their FFT flight path targets.**

* The current predictions for progress for Year 8 show the disadvantaged students (34 pupils) at +0.05 against their targets. This is against the non-disadvantaged (153 pupils) figure of +0.15.
* Therefore, there is a gap of a tenth of a grade between the disadvantaged and non-disadvantaged.

**Year 7**

* **As a cohort overall, year 7 are currently predicted to achieve a VA score of +0.10 against their FFT flight path targets.**
* The current predictions for progress for Year 7 show the disadvantaged students (34 pupils) at +0.08 against their targets.

The non-disadvantaged (154 pupils) also have a similar predicted performance of +0.11

**Conclusions**

* There is less variation in achievement of disadvantaged students across the subjects in Key stage 3 with all year groups predicted to secure strong outcomes.
* Year 11 results considerably narrowed the gap between actual results and those predicted in the spring. The impact of Intervention Strategies can be seen in this reduction of the gap.
* The use of PiXL strategies has moved forward methods of intervention.
* The school has made an impact with methods and strategies for intervention that has been deployed with pupils since September.
* The school is continually looking to foster the philosophy of prevention equals effective intervention. CPD has taken place on this as well as a continued focus on strategies in CLT Meetings. Departments are being encouraged to adapt teaching and learning, planning and assessment to address the individual needs of learners as they arise.