



St John Fisher Pupil Premium Strategy Review: 2018/2019

2018/2019 Overview of barriers which **may have a detrimental impact on progress:**

- Potential low aspiration
- Potential lack of role models
- Lack of confidence, character, grit, determination, resilience
- Potential lack of cultural stimulation and enrichment opportunities
- Attendance below non-disadvantaged pupils
- Potential distraction at home including family-related issues,
- Low prior academic achievement, including underachievement at KS2
- Potential lack of suitable working space, equipment, facilities
- Poor behaviour/attitudes to learning

Percentage of disadvantaged students at St John Fisher by year group and gender:

Year group	PP in full cohort	Percentage	Males	Females
Year 7	48/199	24%	32 (67%)	16 (33%)
Year 8	67/197	34%	39 (58%)	28 (42%)
Year 9	57/198	29%	30 (53%)	27 (47%)
Year 10	52/192	27%	25 (48%)	27 (52%)
Year 11	59/188	31%	31 (53%)	28 (47%)
Total	283/974	29%	157 (55%)	126 (45%)

Overview of the pupil premium funding spend of £253,310 for 2018/2019 which aims to remove these barriers, leading to improvements in the achievement of our disadvantaged pupils:

Strategy area	Summary of Actions	Intended outcomes	Actual outcomes	RAG /cost
1.Implementing and embedding our schools vision, values and ethos "Learning together as a Community in Christ"	The premium will be used to partly fund: • additional whole school 'motivational speaker sessions'. • the embedding of the 'vision' around the school: Photo boards, quotes, displays etc. Promotion of positive aspects of school life. Aiming to inspire and to 'Hold fast to that what is good'	Increase aspirations and self-esteem	Speakers in assembly, positive pupil pictures promoting schools mission and ethos, aspirational literature and displays, social media feed and website increased information and pupil celebration.	£1000
2.Form based competition and reward	Instilling the confidence for all students to earn as many points as possible for their form group through competition. (attendance, achievement points, additional activities). Prizes include breakfast, end of term vouchers, certificates	Pupil recognition in assemblies, rewards to encourage, participation, effort and attendance.	Pupils achieving awards for positive ATL/BFL interim reports. PP accounted 14% of pupils gaining 100% attendance-below 29% which is full cohort figure Participation to have a monitored focus in 19/20	£2000
3.Delivery of a rigorous attendance and punctuality strategy	Pastoral HUB introduced with a specific attendance officer (L Heyes) Weekly updates and competitions for pupils, form tutors and Head of Year. Reward system and recognition of pupils - 100% attenders' photo and reward at the end of each term.	Increased attendance and punctuality of PP	Attendance increased from 92.5% for PP in 2017/28 to 95.1% in 2019/20 Gap to non-PP pupils closed from 2.6% to 2.3%	£25000
4.Improving the quality of teaching and learning	Introduce learning walk rota, work scrutiny for PP pupils and pupil pursuits to identify where pupils make effective/least effective progress. Staff will receive bespoke/regular CPD on how best to meet the individual needs of disadvantaged pupils. Awareness of PP as a priority within departments to be standing agenda item.	Quality first teaching to be a priority giving all pupils the best chance to succeed, positive outcomes be achieved and progress gaps between PP and non-PP to be closed.	Progress 8 All -0.70 PP -0.73 Gap of -0.03 2017/18 Ma/Eng 9-4% was 39% in 18/19 it was 43%	£150000
5. Core 4 Intervention, mentoring and pupil support package to increase pupil outcomes	A package of tailored/targeted support for disadvantaged pupils at risk of underachievement in English, maths and science and RE – particularly in Year 11 – will be established with the aim of identifying and addressing gaps in knowledge and skills.	Internal and external data will indicate a significant increase in the attainment and progress of disadvantaged pupils in English, maths, science and RE.	Progress 8 Intervention Pupils 20/27 mentored pupils increased on March predicted P8 score 3/27 were in line with predictions and 4 below	£3000

6. Literacy programme for disadvantaged pupils in Years 7, 8, 9 (Accelerated reader) and Learning support	For pupils in Year 7, this is addressed largely through the deployment of catch-up IDL sessions in learning support with individual teachers. For others, the pupil premium will fund an effective programme to improve literacy skills, including the purchase of: •Specific literacy programmes (IDL) •KS3 guided reading programme (Accelerated reader programme)	Internal data and pupils' work will show an improvement in literacy and communication skills for disadvantaged pupils. This will lead to overall improvements in achievement across the curriculum.	Accelerated reading group year 7 70% of PP increased read age from sept – apr compared to 69% non. IDL – 25/27 pupils involved (y7-9) increased spelling age, 2 remained same 26/27 pupils increased reading age 1 pupil (MC) by 3+yrs	£5000
7. Study skills sessions for KS4 pupils	Two weeks of MADE training/ revision sessions on revision/study skills will be provided during the year to support pupils in this area. There will also be a session for Year 11 pupils (how to revise, dealing with stress). Assemblies with motivational speakers and key study skill reminders will also be provided	Pupils will be confident in applying effective revision strategies when preparing for exams. As a result, their achievement across the curriculum will improve.	Progress 8 All -0.70 PP -0.73 Gap of -0.03 2017/18 Ma/Eng 9-4% was 39% in 18/19 it was 43%	£5000
8. Homework Club	Homework/study club (after school), staffed by mentors (TAs) will provide the facility for pupils to complete work set as homework. Head of Year will be able to direct pupils as a priority through letter/contact with parents after interim reports.	Pupils develop their knowledge and skills through the regular completion of 'homework' tasks. They also develop improved independent learning skills.	Homework club was introduced and attended by all year groups from 7 – 10. Pupil monitoring required 2019/20 to give accurate outcomes in relation to homework grades/pupil outcomes	£2000
9. Alternative provision – ASDAN group	We will provide a different curriculum for those disadvantaged pupils for which our normal curriculum is not appropriate. Pupils take an alternative course alongside lessons. They will also complete a further qualification where possible.	DL who are following alternative pathways achieve well; the proportion of NEETs reduces. ASDAN qualification. New courses researched for first delivery Sept 2019.	% of NEET for SJF is minimal 97% of pupils from previous data were in education, training or employment. 627 group continues. NOCM in place as alternate pathway 2019 2020.	£6000
10. Implementation of new behaviour systems	A new behaviour strategy if required will be designed to bring about improvements in behaviour and attitudes to learning so that pupils can fulfil their potential	Improved behaviour, over time, is evidenced by a decrease in the number of pupils removed from lessons as well as a fall in exclusion figures.	Reduction in behaviours recorded from implementation in 2018/19 to the start of 2019/20 Reduction of FTE of PP and all pupils at the same point relative to 2018/29	£3000
11. Develop & Implement Pastoral Hub	The new Pastoral Hub has been designed to provide a range of support so that they can get support, uniform, mentoring, receive advice, behavioural guidance and support, mentoring.	Improved attendance, behaviour and reduced exclusions over time. PP pupils have additional support mechanisms/strategies	PP exclusions Pupils 17/18 – 33 down to 25 in 18/19 Occasions 17/18- 81 down to 64 in 19/20 Days 17/18 – 152 down to 105 in 18/19 Attendance increased from 92.5% for PP in	£5000

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12. Character Education SSR programme and EEF Research programme on 'Adventure Learning'	fund the Stong, Safe and Resilient Programme (Y8 and 9 pupils 50% PP) and the EEF Adventure learning research project (Y8 into Y9 with 50% min PP – Sept) Funding for Adventure learning (upto £7000)	Pupils develop self-esteem and increased levels of confidence. They become more resilient and motivated to achieve well; this has a notable impact on personal development outcomes	Full report available from A.Ryder. Increase in pupils confidence and understanding of grooming 50% to 70% sexual exploitation 60% to 90% and abusive relationships 88% to 100%. Pupils reported increased resilience. Adventure learning funding secured for 24 pupils Dec 2019 as part of EEF national project.	£8000
13. Transition support for disadvantaged pupils who need assistance with transition from primary to secondary and from KS3 to KS4.	The transition programme is to assist pupils in transition from Y6 to Y7 so that they are able, eventually, to fully integrate into mainstream curricular provision	Pupils make good progress as a result of the high-quality support provided, which enables them to move into mainstream curricular provision	Highly supportive programme in place. Positive feedback from pupils and primaries. Kirkland Rowell pupils survey highly positive. Very high pupil retention rate in Year 7. Oversubscribed in year 7.	£1000
14. Extra-curricular enrichment and enhancement	All will be actively encouraged to take part in extra-curricular activity. Additional enrichment includes: University/college visits / Visiting a range of employers Rewards trips – Alton towers Sporting activities	Positive outcomes include improvements in attitudes to learning and developed skills/knowledge in a range of areas.	Number of extra curricular events and activities in place across school. Close monitoring of provision and effective recording of pupils involved required for 2019/20	£6000
16. Career Education programme	Pupils will have the opportunity across a greater range of Year groups than before to speak to a range of training providers, colleges and work places to gain an insight into the potential careers and pathways they may wish to pursue on leaving St John Fisher	Disadvantaged pupils have a clear understanding of the career opportunities available to them and are motivated to work towards fulfilling their ambitions	Increased access to careers advice, careers fair for all pupils in year 7 – 11. Passport to year 7 introduced to highlight career pathways and aspirations upon entry. Educational visits 33% of pupils attending Edge Hill aspiration day were PP. Many benchmarks being met. Continue to review individuals and evidence in relation to Gatsby.	£1000

17. Counselling/specialist support	One-to-one and small group counselling provided by trained staff typically has a strong impact on well-being and personal development.	Qualitative data shows that disadvantaged pupils facing a range of difficulties benefit from one to one and small group counselling; this, in turn, supports their achievement.	Evidence to be monitored further in 2019/20 in relation to exclusions, attendance and academic progress from intervention start.	£10000
18. Breakfast club and meals	The potential provision of a breakfast club from 7.45am (and other meals as and when required) will be funded through the PP.	Pupils benefit from increased concentration, leading to improvements in the quality of their work.	Although canteen and library open before school, it has not ran as a specific breakfast club	£1000
20. Resources (stationery, books, etc)	Not having the right equipment and resources had a detrimental impact on the attitudes and achievement of some pupils.	All pupils have the right equipment to enable them to engage fully in the tasks set during lessons and in homework. This supports their overall achievement.	Head of Year, tutors and classroom teachers have access to additional stationery that can be provided to pupils if/where required.	£500
21. Compassionate Resource	A fund accessible directly through the PP lead to pay for anything that may prevent disadvantaged pupils from accessing the same experiences as their peers on a day-to-day basis	Disadvantaged pupils have equal opportunity to attend events; they are able to attend school in the correct uniform.	As appropriate – please request itemised financial report to show individual pupils and activities (eg blood brothers/activities and uniform purchased)	£5000
22. Additional funding for individual departmental bids	Staff can bid for funding for specific projects and/or resources that they feel will support improvements in outcomes for certain disadvantaged pupils.	Expected impact of individual strategies to be considered at the bidding stage; actual impact to be evaluated	Vocab express for pupils in Spanish purchased Revision guides for PP pupils Appropriate literacy resources to engage DL boys. See financial transactions for itemised by pupil information.	£3000