

## Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
<b>School</b>	Our Lady Queen of Peace Catholic Engineering College				
<b>Review of Academic Year</b>	2016-17	<b>Total PP budget</b>	£270,110	<b>Date of most recent PP Review</b>	November 17
<b>Total number of pupils</b>	869	<b>Number of pupils eligible for PP</b>	310	<b>Date for next internal review of this strategy</b>	March 18

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>% achieving 4+ EM</b>	31%%	49% School (63% National figures for all without disadvantaged not available)
<b>% achieving 5+ EM</b>	7.41%	25%% School (39% National/ all national without disadvantaged 49%)
<b>Progress 8 score average</b>	- 0.53	0.32 all pupils in OLQP (National figure for pp 0.46, national all 0.0 figure without disadvantaged 0.11)
<b>Attainment 8 score average</b>	36.5	41.9 all pupils in OLQP(44.24 National all 49.51 without disadvantaged)

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	Poor literacy/ low reading ages
<b>B.</b>	Low attendance
<b>C.</b>	Social and emotional barriers to learning
<b>D.</b>	Low aspirations
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	

<b>D.</b>	Attendance, social issues in the community	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Improve attainment and progress for PP students in English Language and Literature	All students to achieve their MEG in order to achieve a positive progress eight score
<b>B.</b>	Improve attainment and progress for PP students in Maths	All students to achieve their MEG in order to achieve a positive progress eight score
<b>C.</b>	Improve EBacc attainment and progress for PP students (MFL Geography and History)	All students to achieve their MEG in order to achieve a positive progress eight score
<b>D.</b>	Improve attainment and progress for high ability PP students	All students to achieve their MEG in order to achieve a positive progress eight score

**5. Planned expenditure**

**Academic year**                      **2017-18**

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**

<b>Desired outcome</b>	<b>Chosen action / approach</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>
Reduced class sizes, catch up period for low achieving students. Less differentiated work needed in other classes.	Nurture group mainly taught by Primary school teacher	Allows students to be taught in a small group, feeling safe and with primary trained staff to aid transition. Stay in this group with a TA for more practical based work	Learning walks, lesson observation through monitoring cycle, book scrutiny. Student conversations data analysis.	M Taylor  Nurture group TA	Each assessment cycle £45, 484 £14, 637
Improved literacy levels	Bedrock vocabulary	Improve the way in which students learn and retain new vocabulary To ensure all teachers are aware of the links between language acquisition and educational inequality	Whole school CPD so all teachers buy into strategy and approaches are consistent	SE	Evaluation of cycle
<b>Total budgeted cost</b>					<b>£61,621</b>

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</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>
Improved PS quality	After school study support sessions  SMHW subscription	Poor home learning environments for some students or lack of parental support/ knowledge	PXM to run and track programme, supported by TA team. Teaching staff to support through relevant resources. PXM to track FSM students SLs/ LMs to direct FSM students to support team- led through link meetings.	PXM	½ termly report from TA



Subject specific support	Subject revision sessions Revision resources	Success of last year's programme	Attendance and progress monitored through SLs. PP students targeted	SLs	½ termly
Parental awareness of demands and rigour of examination preparation	Presentation for parents on strategies to support learning and aid progression	Some parents are unaware of the preparation time and revision needed for GCSE exams. They require as much information as possible to help them support their children.	Intervention evening for parents of targeted students on Maths, English and Study skills	CH LG SE AW	Parental evaluation student attitudes to exam preparation
Inclusion vulnerable/ school refusers disaffected students	One to one support individualised programmes	Improve confidence, reduce attendance issues, improved results and social problems outside school worked previous year	Key staff working with students 1:1 Designated inclusion area and BASE HLO to visit homes where necessary – link between home and school bring students into school External provision	PF CG  ND/PF/MTu	Review with PF and CG
Elevate Education:- Two seminars: 1. Study Sensei 2. Ace your exams	Structuring and reviewing organised notes, Conceptual learning to develop deep understanding, Utilising practice exam papers and Standing out through independent learning Step-by-step exam preparation instructions Fixing mistakes to ensure constant improvement Assessment planners and structured exam study techniques Techniques for managing stress and time pressure	Research shows this can help students organise their study, set goals, manage their time, memorize information, manage stress and keep a positive outlook.	In-class activity and implementation kits for form tutors to imbed ideas across a range of subjects, Students have access to a student portal	AW TP	Review with FTs LM and SLT
<b>Total budgeted cost</b>					<b>£127,249</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>
Every student to attend school and feel safe Targeted off site support	Contributions to uniform, bus passes, Taxis	Increased attendance of disadvantaged vulnerable students previous years	Work with LMs, FTs, HLO	AW RD	Each budget report ( Monthly)

Every child to have access to IT equipment, music lessons, trips	Contributions to IT equipment, music tuition, trips. Specific departmental resources e.g. revision guides, ingredients, fabrics for GCSE projects	No child disadvantaged by income	Work with LMs, FTs, HLO, SLs	AW RD	Each budget report( Monthly)
<b>Total budgeted cost</b>					<b>£71, 240</b>

6. Review of expenditure					
Previous Academic Year		2016-17			
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	
Mark Taylor reduced class sizes	Nurture group mainly taught by Primary school teacher	Allows students to feel safe, aiding transition move into main stream classes when ready Year 8 7/8 pp students Year 7 14/18 pp students	Yes	See PP ledger	
Inclusion vulnerable/ school refusers disaffected students	One to one support individualised programmes BASE	Improve confidence, reduce attendance issues, improved results and social problems outside school	Students respond well to this individual tailored support and are able to make better progress	See PP ledger	
Contributions to departmental budgets	Departments bid for funding to support PP children	Resources can be purchased to aid progression and support learning	Ensure all departmental PP bids are completed on a proforma with all PP students taught clearly identified and linked to departmental learning plan	See PP ledger	
Project posts for two staff Marking and Feedback SE, Assessment G4 schools RMW	Key staff delivering Whole staff CPD and key staff groups( NQTs RQTs) SL CPD individual tuition Consistency of policies: Marking and feedback to ensure student response Assessment fit for purpose to ensure challenge and suitability	Allowing DIRT time and producing differentiated work aids progress rates  Assessments linked to new grading system and incorporate key GCSE skills at KS3 will aid progress. Accurate tracking system will aid data analysis	Quality of written feedback has improved through close monitoring and individual staff support where required. There is still a need to ensure that this is consistent across the school – included in whole school monitoring programme this year. All subject areas moving towards the new whole school tracking system supported through Lancashire network meetings		
ii. Targeted support					

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved literacy levels	LEXIA	See report PS	30 students have accessed this programme and are due for re-testing	See PP ledger
Improved PS quality	After school study support sessions  SMHW subscription	PS completion rates and standards improved	Fortnightly reports to LM and AW. FSM students SLs/ LMs to direct FSM students to support team	See PP ledger
Subject specific support	Subject revision sessions after school weekends/ holidays	Success of last year's programme attendance rates	Closer monitoring of PP attendance	See PP ledger
Elevate Education:- Ace your exams	Study Support Seminar	Interviews with previous YR 11 students indicate that a wider range of revision and exam techniques at were at their disposal following the seminar.	Careful selection of date and key staff to support. Ensure support package is delivered by form tutors. Extend to two sessions	See PP ledger

<p>Remove gap between disadvantaged and non-disadvantaged students GCSE August 2017</p>	<p>Demographic groups on Go 4 Schools now include an option to focus on High, Middle and Low (HML) pupil premium children Pupil Premium students supported and tracked to ensure progress is being made funding can be targeted to support where necessary</p>	<p>Remove gap between disadvantaged and non-disadvantaged students GCSE August 2017</p> <p>20 students monitored for attendance below 96% 82% of these students made desired improvement.</p> <p><i>Progress 8 gaps Low ability students made better progress overall with in school gap at 0.05, mid ability gap 0.43 and high ability 0.39. Significant positive progress for some low ability students from AC3 to Final result (Comparisons with national data are not yet available)</i></p> <p><i>39% low ability students made better progress from AC3 to final result 40% of the students being monitored for attendance were L ability students</i></p> <p><i>significant achievements for young mum</i></p> <p><i>Student A L ability student 6 higher grade passes including 4 English Language, 6 English Literature and 4 Maths. Student B ( initial poor attendance) 7 higher grade passes including both English at 4 and 5 in Maths</i></p> <p><i>Mid ability</i></p> <p><i>Significant achievements for Student C: EAL D and E both monitored for attendance and student F achieved 10 higher grade passes including all 5's English and Maths (part of mentor group)</i></p> <p><i>High Ability</i></p> <p><i>56% students have grade 5+ in both English and Maths and achieved EBacc</i></p> <p><i>89% of students have 5+ higher grade passes</i></p>	<p>Lower ability pupil premium students made much better progress, revisit approach and adopt with other ability groups, this included more frequent monitoring meetings and contact with parents. More students given bus passes.</p> <p>More focused and regular analysis of PP progress, particularly in Maths and English, of all ability groups. Must be regular agenda item in link meetings (will need monitoring), so that impact of actions, related to specific programmes, can be effective and timely evaluated. Departmental minutes to be emailed to CH and AW</p> <p>Ensure regular meetings between SLT LMs and students being monitored are taking place with regular contact with parents /carers</p>	
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**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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Every student to attend school feel safe	Contributions to uniform, bus passes, Taxis	Improved attendance of PP students see previous attendance tracking reports	Government report case studies back this approach, lessons learned teachers aware of needs and can highlight areas of concerns.	See PP ledger
Every child to have access to IT equipment, music lessons, trips revision guides	Contributions to IT equipment, music tuition, trips	Cost ledger shows contribution shows activities	To continue to allow PP students full access to school activities in and outside curriculum time.	See PP ledger

## 7. Additional detail

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



