

Annex 2d: Pupil premium strategy statement (secondary)

| 1. Summary information | | | | | |
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| School | Our Lady Queen of Peace Catholic Engineering College | | | | |
| Review of Academic Year | 2018-19 | Total PP budget | £275,385 | Date of most recent PP Review | February 18 |
| Total number of pupils | 913 | Number of pupils eligible for PP | 304 | Date for next internal review of this strategy | May 19 |
| 2. Current attainment | | | | | |
| | | | Pupils eligible for PP (your school) – 3 outliers | | Pupils not eligible for PP (national average) |
| % achieving 4+ EM | | | 35% (↑ 4%) | | National figures to be added when available |
| % achieving 5+ EM | | | 14 % (↑8%) | | National figures to be added when available |
| Progress 8 score average | | | - 1.28 | | National figures to be added when available |
| Attainment 8 score average | | | 31.05 | | National figures to be added when available |
| 3. Barriers to future attainment (for pupils eligible for PP) | | | | | |
| In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i> | | | | | |
| A. | Poor literacy/ low reading ages | | | | |
| B. | Low attendance | | | | |
| C. | Social and emotional barriers to learning | | | | |
| D. | Low aspirations and self confidence | | | | |
| E. | Poor organisational skills | | | | |
| F. | Lack of parental engagement | | | | |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | | | | | |
| D. | Attendance, social issues in the community | | | | |
| 4. Desired outcomes <i>(desired outcomes and how they will be measured)</i> | | | | | Success criteria |

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| A. | 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. | Improve attainment and progress for PP students in Maths | All students to achieve their MEG in order to achieve a positive progress eight score |
| C. | Improve EBacc attainment and progress for PP students (Science MFL Geography and History) | All students to achieve their MEG in order to achieve a positive progress eight score |
| D. | 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

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. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|--|---|--|--------------------------------------|--------------------------------------|
| Frequent analysis of the progress of every PP eligible student | Data analysis of each assessment cycle Go 4schools or other JW1 project | To be able to put rapid interventions in place for students not making desired progress. Pupil Premium students supported and tracked to ensure progress is being made. Funding can be targeted to support where necessary | Initial discussion with key staff on analysis of data. Data analysis results with action plans to AW. SLs work closely with LMs. Further support strategies discussed in weekly pastoral meeting. Staff trained in use of data system and ability groups (HML) to track progress. | AW MTu, CH2 JON SLs, LMs, ALMs | AC1 |
| Use of EEF teaching and Learning strategies that lead to the most impact with PP students (Feedback, Meta cognitive, Reading comprehension strategies, Mastery, Personal study, Collaborative learning, Small group tuition, Behaviour interventions) | Train staff in the most suitable strategies. Linked to a growth mindsets school. Ensure these strategies are being used in the classroom PP related courses | <ul style="list-style-type: none"> • To develop more resilience in our students. • Students are more able to plan, monitor and evaluate their own learning (metacognition) EEF+ 5 months impact • Feedback allows students to make progress EEF+ 8 months impact • Improved reading and comprehension will enable students to cope better with more rigorous exams. EEF+ 6 months impact • Quiet, supportive environment available after school for students who struggle to study at home EEF+ 5 months impact | Through CPD programme. Lesson observations, work scrutiny. Development of oracy in the classroom. EEF+ 5 months impact Teachers provide opportunities for mastery, and collaborative learning. EEF+ 5 months impact Staff follow our behaviour policy EEF+ 3 months impact Opportunities for targeted PS support after school. EEF+ 5 months impact | CH2, AW MTu | Through monitoring programme |

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| 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 65% of year 7 and * students in nurture group are PP Creative studies group for year 9 and 10 leading to AQA unit awards 71% PP | 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 TAs | Each assessment cycle |
| Improved literacy levels | Bedrock vocabulary Library sessions in lesson and social time Introduction of year 10 reading mentors Training implications CAB | 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 | CF CAB | Evaluation of cycle ½ termly report from CAB |

Total budgeted cost £90 337

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? | Staff lead | When will you review implementation? |
|---------------------------------|--|--|---|----------------------------|--|
| 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 meetinas. | PXM and TAs | ½ termly report from HLTA |
| Improved literacy levels CAB | Speech and language programme Reading catch up support Sounds write programme Targeted library sessions | Increased literacy levels PP students have exclusive targeted library sessions | Work with PS to target year 7 PP students with reading age below 11 CAB works with targeted students with low reading ages | TY, PXM? PB1 CAB | Compare assessment cycle progress before and after programme Re test reading ages |

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| Revised pastoral system to include a Director of pastoral targeted support Staff working with individual year groups | Tracking of progress/ attendance barriers to learning by lead staff | Pupil Premium students supported and tracked to ensure progress is being made. Year 11 students assisted with strategies to succeed, personalised timetables if required | Reduced lesson support callouts for targeted students. Improved progress and attendance for these students. Improved engagement. | LF | Impact reports through weekly Pastoral meeting and reports to SLT |
| 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 | BD, CH LG SE AW | Parental evaluation student attitudes to exam preparation |
| Inclusion vulnerable/ school refusers disaffected students | One to one support individualised programmes, that include external provision for some students | 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 | DAC CG ND/SE/MTu/ LF | Review with SE and CG |
| 1. Revision and study technique sessions | 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 in exams | 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 | CH2 AW R and LMs | Review with FTs LM and SLT |
| Total budgeted cost | | | | | £154.239 |

iii. Other approaches

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| Every student to attend school and feel safe Targeted off site support | Contributions to uniform, bus passes, Taxis Cunningham system Attendance rewards | Increased attendance of disadvantaged vulnerable students previous years FSM access to meals through cashless system | 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) |
| Total budgeted cost | | | | | £ 30,253 |

| 6. Review of expenditure | | | | |
|--|---|--|---|---------------|
| Previous Academic Year | | 2017-18 | | |
| 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. External provision | 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 |
| Improved literacy levels | Use of bedrock | Needs to be embedded further | Timetable lessons in ERC to ensure a sustained approach. Reinforce approach with teaching staff (some new staff to ensure consistency) | |

ii. Targeted support

| 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 |
|---|---|---|---|---------------|
| Improved literacy levels | LEXIA | See report CG1 | students accessed this programme and are due for re- testing however will be looking at alternatives due to cost and online method which may not be as reliable as traditional testing. | See PP ledger |
| Improved PS quality | After school study support sessions SMHW subscription | PS completion rates and standards improved | ½ termly 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 Revision resources | Success of last year's programme attendance rates | Closer monitoring of PP attendance | See PP ledger |
| Elevate Education:- Ace your exams Study Sensi | 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. Students felt it would be better in smaller groups | Devise our own revision sessions Revise to smaller group sessions | See PP ledger |
| Revision of use of Year 11 form tutor system – more targeted | Key staff from core and EBac subjects to work on a rota with year 11 | Student feedback indicated that they would prefer to stay with their year 10 form tutor for the pastoral support. Form time sessions were rushed | Return to previous system | |
| Parental awareness of demands and rigour of examination preparation | Presentation for parents on strategies to support learning and aid progression | Excellent feedback from parents, subsequent conversations with parents where support was needed were more positive due to increased understanding | Repeat and extend evening | |
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| <p>Remove gap between disadvantaged and non-disadvantaged students GCSE August 2019</p> | <p>Demographic groups on Go 4 Schools 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>Gap between disadvantaged and non-disadvantaged remains across all ability groups. Some progress made with high ability groups (2018)</p> <p>Progress 8 by ability groups (National data for disadvantaged groups unavailable)</p> <p>Case study successes August 2018 <i>significant achievements for</i></p> <ul style="list-style-type: none"> • <i>Student A: H ability student 13 grade 5 or above 2 grade 7 passes</i> • <i>Student B: M ability student mental health issues monitored and supported personalised timetable achieved 12 grade 5 or above 6 passes at 7 +</i> • <i>Student C M ability student Safeguarding issue 11 grade 5 or above 2 passes at 7 +</i> • <i>Student D L ability student: mental health issues monitored and supported personalised timetable achieved 8 grade 5 or above 2 passes at 7 +</i> | <p>High ability pupil premium student' attainment scores have increased 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>Frequent data analysis of PP progress, particularly in Maths English, and Ebacc 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 saved on T drive, Carefully monitoring of study support with specific targeted groups. Data analysis of assessment cycles leads to targeted support in class and after school SLT discuss tracking of these students through link meetings monitoring the impact of interventions</p> <p>Ensure regular meetings between SLT LMs and students being monitored are taking place with regular contact with parents /carers</p> <p>Continue to monitor attendance through weekly pastoral meeting. Assistant learning manager will assist with year 7 and 8. Data available that allows for smart interventions to be made. Barriers removed through funding where appropriate. Referrals to outside agencies where necessary HLO to assist with pick-ups from home.</p> | |
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iii. Other approaches

| 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 |
|--|---|---|---|---------------|
| 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.

