

1. Summary information					
School	St Ambrose Barlow RC High School				
Academic Year	2018/19	Total pupil premium (PP) budget	£336,035.00	Date of most recent PP Review	January 2017
Total number of pupils	982 +119 Post 16	Number of pupils eligible for PP	243	Date for next internal review of this strategy	December 18
FSM (Ever 6)	£935	LAC	£2300 per pupil	Service children	£300 per pupil

Pupil Premium Cohort:

Year 7	Year 8	Year 9	Year 10	Year 11	Total (Inc. Post 16)
43 (FSM)	59	53	46	42	243 plus sixth form.

2. Current data compared to last year.		
<u>Academic Year 2016/17</u>	St Ambrose Barlow	National figure (Non)
Percentage PPI pupils achieving Grades 9-4 in English & maths (2016/17)	52.9%	
Percentage non PPI pupils achieving Grades 9-4 in English & maths (2016/17)	77.9%	(9-5 49%)
Percentage Gap	25%	
Attainment 8 Score (PPI)	43.68	49.76%
Attainment 8 Score (non PPI)	48.40	
Attainment 8 Gap	4.72	N/A
Progress 8 (PPI)	-0.74	0.11%
Progress 8 (non PPI)	-0.18	N/A
Progress 8 Gap	0.56	N/A

Academic Year 2017/18		
Percentage PPI pupils achieving Grades 9-5 in English & maths	26.42%	Awaiting Figures
Percentage non PPI pupils achieving Grades 9-5 in English & maths	45.77%	Awaiting Figures
Percentage Gap	19.35%	Awaiting Figures
Attainment 8 Score (PPI)	36.03	Awaiting Figures
Attainment 8 Score (non PPI)	44.58	Awaiting Figures
Attainment 8 Gap		Awaiting Figures

* NB: PPI figures are compared nationally to non PPI pupils.

School Counsellor Data (2016/17)

Number of pupil sessions with School Counsellor	Number of pupil sessions with School Counsellor (PPI)	Gap
699	278 (40% of total))	421

School Counsellor Data (2017/18)

Number of pupil sessions with School Counsellor	Number of pupil sessions with School Counsellor (PPI)	Gap
678	223 (32% of total	455

Attendance Comparisons with PPI and Non PPI (2016/17)

	Year 7	Year 8	Year 9	Year 10	Year 11
PPI	94.62%	94.43%	91.60%	92.15%	90.89%
Non PPI	96.27%	95.59%	95.30%	95.74%	95.23%
Gap	-1.65%	-1.16%	-3.7%	-3.59%	-1.75%

Attendance Comparisons with PPI and Non PPI (2017/18)

	Year 7	Year 8	Year 9	Year 10	Year 11
PPI	Not available	94.16%	92.71%	95.46%	92.81%
Non PPI	Not available	97.16%	95.94%	95.98%	95.12%
Gap	Not available	-3.00%	-3.23%	-0.52%	-2.31%

Sanctions for PPI pupils (2016/17)

Sanction	Number of Times	Number of Pupils (as percentage of cohort)
Time out	176	66 (24%)
Fixed Term Exclusions	46	25 (9%)

Sanctions for PPI pupils (2017/18)

Sanction	Number of Times	Number of Pupils (as percentage of cohort)
Time out	97	74 (30%)
Fixed Term Exclusions	93	61 (25%)

Sanctions for all pupils (2016/17)

Sanction	Number of Times	Number of Pupils
Time out	319	157 (15%)
Fixed Term Exclusions	89	59 (6%)

Sanctions for all pupils (2017/18)

Sanction	Number of Times	Number of Pupils
Time out	286	208
Fixed Term Exclusions	107	65

3. Barriers to future attainment of the pupil premium students, in-school barriers;				
A.	Access to and engagement with learning within the curriculum.			
B.	Access to independent and extra-curricular learning and home support.			
C.	Limited stretch and challenge for the high prior attaining PPI pupils.			
D.	Lower literacy ages at the start of Key Stage 3 for PPI pupils.			
E.	A greater percentage of PPI pupils receiving sanctions compared to non-disadvantaged.			
F.	A higher percentage of PPI pupils with less than 94% attendance.			
G.	A higher percentage of PPI pupils need emotional support.			
4. Outcomes				
	Desired outcomes.	Chosen actions and who are the lead staff and at what cost.	What is the evidence for this choice?	How and when will we evaluate if it is implemented well?
A.	To further improve the learning across the school to ensure that the gaps for pupil premium pupils in both progress and attainment is reduced.	The staff who will lead the whole staff in these actions will be the following. Although it is the responsibility of all staff members to improve the learning of the PPI pupils to ensure that they are not disadvantaged. Lead	There is still a gap from last academic year between the attainment and progress of PPI pupils and non PPI pupils	This outcome will be evaluated by using both internal tracking data and the End of Key stage 4 progress and attainment measures. There will an evaluation done that will measure the gap between PPI pupils and NPPI pupils for Attainment 8 and Progress 8. There will also be an evaluation of the gap

		<p>staff: Lead: JLD Lead Intervention Manager: MWI Lead Practionner Science: KMS Lead Practionner Maths: KHM Lead Practionner English: KJE</p> <p>There are bespoke departmental Action Plans for PPI pupils. These have 4 priority areas that indicate the strategies that teachers will use to develop the learning of PPI pupils.</p> <p>Each TA has a support plan for the PPI pupils that they work with. There is a specific cohort of pupils that each TA gives support to in lessons. There is an action and desired outcome for each PPI pupil.</p> <p>Excellent collection, analysis and use of data relating to individual pupils and groups.</p> <p>To develop and improve the collection and analysis of data to inform our decision making process. We will seek to gain a greater understanding of key factors that impact on levels of engagement and attainment of our pupil premium pupils. From this analysis we will continue to develop bespoke programmes of</p>	<p>both in progress and Achievement. This can be evidence by reference to the review of last year's plan. These learning gaps are most evident in end of Key Stage 4 results but also in internal tracking data of pupils learning in other year groups. During the course of the review of last year's plan it was evident that although some improvements in reducing this gap were evident it still remains an area where the school will focus the majority of the funding.</p>	<p>In the same way for pupils achieving grades 5-9 including E&M.</p> <p>Reduce the gap for termly data drops across the curriculum in years 7-11.</p> <p>The internal tracking data that is collected during the school year for all other Year groups will also be also be evaluated and the gaps between PPI pupils and NPPI pupils will be measured. This data shows the pupils achievement compared to teacher expectations. It indicates comparisons that show how effectively this outcome has been achieved. The internal data is taken once per term and therefore a regular evaluation will be able to be done.</p> <p>The end of Key Stage 4 data will be evaluated at the end of the year, however Year 11 data is collected internally throughout the year.</p>
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support that meet the needs of each pupil in this cohort.

Unerring focus on the quality of teaching.

Intent - a clear framework setting out the aims of the programme, including the knowledge and understanding to be gained in each area.

Implementation - translating the framework into a structure and narrative in the context of our school and community.

Impact - evaluating what knowledge and understanding pupils have gained against expectations.

To continue to work with curriculum leaders and subject specialists on the development of syllabus specific resources that focus on areas of the curriculum that our pupil premium cohort find challenging and/or less accessible. These materials will provide a framework for staff but will still allow for high levels of individual creativity both in terms of the teaching and the learning. These resources will be made available to this cohort online and offline. Our initial focus has been on the English, maths and science but will expand to include

all subjects. The initial aim of the programme is to increase subject knowledge and ensure that our pupils have strong foundations on which to build. Key elements of the curriculum have been select to help build both confidence and levels of engagement in an environment that encourages challenge and values participation.

There will be an on-going review of the resources. During the review staff, pupils and parents will be encouraged to suggest any improvements and changes that they feel will ensure that the materials are fit for purpose.

Identification of the main barriers to learning for Pupil Premium-eligible pupils.

All pupils will complete a self-assessment booklet. The information collected will provide a framework for the identification of each pupil's barriers to learning. Once completed staff will work with each individual to develop strategies that either lead to the removal of their barriers or at least minimise the negative impact that each barrier has on the progress of each child.

We will continue to establish a rewards system that recognises the different abilities of the pupils involved. The system will reward high levels of effort and

engagement and making mistakes will be seen as an integral element of the learning process.

Frequent monitoring of the progress of every Pupil Premium-eligible pupil.

Pupil progress will be monitored both centrally and as part of the pupil premium programmes. Audit tools have been developed for English and maths to facilitate this process. In science we will also use Educate to help track levels of engagement and attainment and this will allow staff to intervene more effectively. Staff from English, maths and science will work with Mr Wilson to ensure that the school has a clear picture of both their progress and levels of engagement. Meetings between the pupil premium team will be held fortnightly to ensure that any concerns are raised quickly and dealt with effectively.

For core subjects we will also be implementing a buddying system with some very able pupils offering additional support as part of an enrichment programme.

When a pupil's progress slows, interventions are put in place rapidly.

The auditing tools and tracking

and monitoring systems will ensure that we are able to monitor dips in performance and progress and address any concerns in a timely manner.

Every effort is made to engage parents and carers in the education and progress of their child.

We will be meeting the parent(s)/carer(s) of all our Y11 pupil premium children in November. Initially, we will invite them to a special event at a local primary school to outline why their child has been selected and how this selection will impact on their child. We will also outline the key elements of our programmes and showcase the resources that have been developed or purchased to provide their child with additional support. We will also outline the roles of the staff involved. Materials that have been designed with parent(s)/carers(s) in mind will also be distributed to enable them to support and oversee the progress of their child or the child they are responsible for. Any parent/carer who has any concerns will be given an opportunity to express them either publicly or privately. A key aspect of the resources is that the parent does not need to be a subject specialist or have any subject knowledge to help the child for whom they are

responsible. If this element of the programme is successful we will arrange further meetings.

Parent(s)/carer(s) who are unable to attend will be offered an alternative date or the opportunity of a home visit.

If poor attendance is an issue, this is addressed as a priority.

Evidence is used to decide on which strategies are likely to be most effective in overcoming the barriers to learning.

We will continue to build on the progress we made in 2018 with regard to the performance of our pupil premium cohort. Subject specialist will be engaged to drive the programmes forward. Further staff training will be given to teaching assistants and other support staff. Resources will be made available in conjunction with training to parent(s) and carer(s) to encourage and develop high levels of support. Additional time will be set aside to ensure that this additional work does not impact on teaching and learning. The careful tracking of pupil progress will help us develop an effective reward system which aims to raise levels of engagement and subsequently raise attainment. Lines of communication will be improved to ensure that parent(s)/carer(s) understand the

important role that they play and to address any of their concerns in a timely manner.

We wish to develop programmes that are clearly identifiable, add real value and provide each learner with opportunity to make real progress. The pupils must be able to see the difference that being on the programme is making both in terms of their knowledge and skills. They must begin to feel more confident within the learning settings they are placed and they must become more willing to engage and take part in lessons. They must increasingly see that they are making progress across the curriculum and that they have something of value to add. This in turn, should be evident from their outcomes. Staff should also notice a difference.

Staff (teachers and support staff) are trained in-depth on the chosen strategies.

Complete buy-in from all staff to the importance of the Pupil Premium agenda is essential, with all staff conveying positive and aspirational messages to Pupil Premium-eligible pupils. Performance management is used to reinforce the importance of Pupil Premium effectiveness.

The 2018-19 programme will be explained during a full staff

briefing. Data relating to the performance of pupil premium pupils will form an essential component of both departmental and line management meetings. Staff from the English, maths and science departments will form part of the pupil premium team and a member of staff from each of these department have been given extra responsibility for this cohort of pupils.

Effectiveness of teaching assistants is evaluated and, if necessary, increased through training and improved deployment.

Governors are trained on Pupil Premium.

Future Developments and costing:

Science £4500 including support for flipped learning and parental/carer support for pupil premium pupils. This includes Educake revision guides, workbooks and Snap Revise video clips to support lessons.

Teaching English, Geography and maths resources £4500 to support the delivery of the PP curriculum at KS4 including Hegarty maths, maths watch and addition text based materials

		<p>External days out for coursework catch-up Anderton Centre £3000 with food and activities</p> <p>Revision materials and packs for PP pupils £150 per head</p> <p>Cover for coursework days (max 4 days 4 staff each day)</p> <p>Programmes will be adapted to meet the needs of pupils throughout the year and so additional resources and funding may be required to respond to challenges and changes throughout the year.</p> <p>(Budget Allocation £250,000)</p>		
B.	<p>More pupils who are eligible for pupil premium funding are able to access extra-curricular activities.</p>	<p>The staff who will lead the whole staff in these actions will be the following. Although it is the responsibility of all staff members to improve the extra-curricular learning opportunities of the PPI pupils to ensure that they are not disadvantaged. Lead staff:</p> <p>Lead: JLD</p> <p>Lead Practitioner Science: KMS</p> <p>Lead Practitioner Maths: KHM</p> <p>Lead Practitioner English: KJE</p> <p>Funding has been allocated to support PPI pupils with the cost of learning experiences that take place outside</p>	<p>There is evidence to suggest that some PPI pupils are excluded from the participation in extra-curricular learning because they are not able to afford to pay the cost of such opportunities. We know this because some parents request support with funding for such events. However there may also be parents who are reluctant to make these requests. We need to ensure that no PPI pupil is</p>	<p>Each time an extra-curricular activity is planned there is an evaluation required. This evaluation measures the potential impact for the PPI pupils. A decision is then made to decide whether this is a good use of PP funding. After the activity the organiser of the event considers the impact. Sometimes there is a pupil voice undertaken to help with this evaluation. Due to the fact that we consider that some pupils have been disadvantaged in the past by not being able to participate in these events due to financial constraints we evaluate the numbers of pupils taking part in extracurricular activities each half term starting in October 2018. We will ensure that there is an increase compared to the previous year at each half termly measure. During our work with parents we will also highlight the opportunities that are available for PPI pupils.</p>

		<p>the curriculum.</p> <p>An analysis of this involvement will be made. This will identify the numbers of pupils and the subject areas so that an impact assessment can be made based on progress data. (Budget Allocation £10,000)</p>	<p>excluded from an opportunity on the basis of cost. It has also become evident from the review of last year's plan that in providing an increased opportunity that PPI pupils are more likely to engage with this learning.</p>	
C.	<p>Improved attainment across the school for the high prior attaining (HPA) pupils eligible for pupil premium.</p>	<p>Lead: JLD (Pupil Premium Lead)</p> <p>Lead for the Achievement and progress of HPAs: DJM</p> <p>Lead Practitioner Science: KMS</p> <p>Lead Practitioner Maths: KHM</p> <p>Lead Practitioner English: KJE</p> <p>The lead for HPAs will develop strategies through HOD meetings to increase the level of challenge in lessons. This will involve a strategy of teaching to the top with a scaffold built in to ensure that the learning objective is achieved by pupils. This will be included in Departmental Action Plans for PPI pupils. Each department has a specific action plan that identifies four priority areas for their work to develop strategies for PPI pupils.</p> <p>The Intervention Manager will also</p>	<p>An analysis of internal tracking data and the end of Key Stage 4 exam results show that the target group of PPI/HPA pupils are underachieving. This can be evidenced in the review of last year's plan and the data collected on a termly basis for this group of pupils. There is some evidence from pupil voice that suggests that these pupils need greater stretch in some areas of the curriculum.</p>	<p>This outcome will be evaluated by using both internal tracking data and the End of Key stage 4 progress and attainment measures. There will an evaluation done that will measure the learning of PPI/HPA pupils for Attainment 8 and Progress 8. There will also be an evaluation in the same way for pupils achieving grades 5-9 including E&M.</p> <p>Reduce the gap for termly data drops across the curriculum in years 7-11.</p> <p>The internal tracking data that is collected during the school year for all other Year groups will also be also be evaluated and the PPI/HPA pupils will be measured. This data shows the pupils achievement compared to teacher expectations. It indicates comparisons that show how effectively this outcome has been achieved. The internal data is taken once per term and therefore a regular evaluation will be able to be done.</p> <p>The end of Key Stage 4 data will be evaluated at the end of the year, however Year 11 data is collected internally throughout the year.</p>

		<p>work in small groups of pupils who are PPI/HPA. He will develop a programme that enables these pupils to work more independently at home or supported during lunchtime sessions.</p> <p>(Budget Allocation £5,000)</p>		
D.	<p>The increase in the literacy skills means that this is no longer a barrier to the learning of the pupil premium pupils.</p>	<p>Lead: JLD (Pupil Premium Lead)</p> <p>Lead for Literacy: RTD</p> <p>Lead Practitioner Science: KMS</p> <p>Lead Practitioner Maths: KHM</p> <p>Lead Practitioner English: KJE</p> <p>The school Literacy coordinator has identified the following plan to raise the literacy skills of PPI pupils. There is a more detailed plan that lies behind this.</p> <p>Focus 1: Audit of practice of staff and students alongside Parent Voice. With a whole staff discussion of current practice.</p> <p>Focus 2: Immediate Steps – involving Pastoral Teams, Departments and Staff</p> <p>Focus 3: Targeted action in response to audit.</p>	<p>Using a variety of evidence tools it clear that in some cases the levels of literacy that some PPI pupils have is holding back their achievement and progress in some subjects. The literacy coordinator has a detailed plan that identifies ways in which literacy can be developed amongst these pupils.</p>	<p>This outcome will be evaluated by using both internal tracking data and the End of Key stage 4 progress and attainment measures. There will an evaluation done that will measure the learning of PPI pupils for using work scrutiny in all subjects but especially in English..</p> <p>The internal tracking data that is collected during the school year for all other Year groups will also be also be evaluated and the PPI pupils will be measured. This data shows the pupils achievement compared to teacher expectations. It indicates comparisons that show how effectively this outcome has been achieved. The internal data is taken once per term and therefore a regular evaluation will be able to be done.</p> <p>The end of Key Stage 4 data will be evaluated at the end of the year, however Year 11 data is collected internally throughout the year. Due to the fact that literacy is not explicitly part of the data collection then it is important use other tools such a pupil voice, work scrutiny and reading.</p> <p>The Literacy coordinator will evaluate the impact of this plan using pupil data.</p>

		<p>Focus 4: Evaluation.</p> <p>(Further details can be found in the whole school literacy plan)</p> <p>(Budget Allocation £10,000)</p>		<p>Details of this can be found in the whole school literacy plan.</p>
E.	<p>Reduce the number of sanctions for PPI pupils compared to last year</p>	<p>Lead: JLD (Pupil Premium Lead)</p> <p>Lead for Community: MCD</p> <p>Lead Practitioner Science: KMS</p> <p>Lead Practitioner Maths: KHM</p> <p>Lead Practitioner English: KJE</p> <p>Although those staff members are identified as leaders of this outcome it is clear that all staff are responsible for ensuring that PPI pupils are recognised as disadvantaged and treated with understanding.</p> <p>The school has adopted a new whole school approach to community relationships. This new approach based on 'Ready, Safe, Respectful' will benefit PPI pupils. As can be seen above, the proportion of PPI pupils who have been involved in sanctions is proportionally higher than non PPI pupils. The plan is that this will reduce the number of exclusions and time out referrals.</p>	<p>The data above shows that PPI pupils are disproportionately involved in school sanctions. This means that if a pupil is disadvantaged they are more likely than NPPI pupils to be disadvantaged further by being fixed term excluded or by spending time out of their lessons.</p>	<p>The evaluation for this is done on a weekly basis. The Lead for the School Community collates and distributes the data for sanctions each Friday afternoon. It is very easy to identify trends and patterns that emerge from this data. Comparisons can be made between the sanctions received by PPI pupils and NPPI pupils. It is essential that the number of sanctions (Exclusions, Fixed term exclusions and Time Out) is reduced compared to last year for PPI Pupils.</p>

		(Budget Allocation: None)		
F.	Improve the attendance of all the pupil premium pupils.	<p>Lead: JLD (Pupil Premium Lead)</p> <p>Lead for Community: MCD</p> <p>Lead on Attendance: JD</p> <p>Lead Practitioner Science: KMS</p> <p>Lead Practitioner Maths: KHM</p> <p>Lead Practitioner English: KJE</p> <p>The following strategies are put in place to improve the attendance of PPI pupils by the school's attendance officer.</p> <p>Focus 1: A letter of concern is initially sent to parents.</p> <p>Focus 2: A meeting in school with attendance officer and the PPC. If no improvement, invite the parent in again with the EWO to offer additional support. If the child was persistently missing school the attendance officer would carry out a home visit.</p> <p>(Budget Allocation £1,000)</p>	<p>The data above shows that PPI pupils are disproportionately more likely to be absent from school. This means that if a pupil is disadvantaged they are more likely than NPPI pupils to be disadvantaged further by missing learning due to poor attendance. Studies have shown the impact of poor attendance on pupil learning therefore it is very important to ensure that PPI pupils' attendance is increased.</p>	<p>The evaluation for this is done on a weekly basis. The Lead for the School attendance collates and distributes this data each Friday afternoon.</p> <p>It is very easy to identify trends and patterns that emerge from this data. Comparisons can be made between the attendance of PPI pupils and NPPI pupils. It is essential that the attendance is improved for PPI pupils and that the gap between PPI pupils and NPPI pupils is reduced.</p> <p>At the end of each half term a measure will be evaluated for the following:</p> <p>There is a reduction in the non-attendance gap between PPI pupils and non PPI pupils.</p> <p>There is a reduction in the number of persistently absent PPI pupils.</p> <p>There is a reduction in the gap of late marks between PPI pupils and non PPI pupils.</p>
G.	Provide support for the emotional needs of PPI pupils.	<p>Lead: JLD (Pupil Premium Lead)</p> <p>Lead: School counsellor</p> <p>The school counsellor has identified</p>	<p>The data above shows that PPI pupils are disproportionately more likely to request</p>	<p>The school counsellor will use the Rickter Scale which is an evidence based assessment tool to measure soft outcomes, distance travelled and impact. All students will be asked a series of</p>

		<p>the following actions that will support the PPI pupils this year.</p> <ul style="list-style-type: none"> To increase Confidence & Self Esteem To reduce the incidences of Self Harm To improve attendance To reduce risk taking behaviours To help reduce anger issues through anger management strategies To encourage & support victims of bullying To support young people through family issues / breakdown <p>(Budget Allocation £60,000)</p>	<p>session with the school counsellor. She plays an important role in the support for these pupils. The mental health of pupils is a main priority of the school so the fact that PPI pupils are more likely to have school counselling compared to NPPI pupils indicates the importance of this part of the plan and that the outcome is very important.</p>	<p>questions at the beginning of the first session, then after session 6. So this means that there isn't a specific date for the evaluation rather it depends on the frequency of appointments. It is hoped that if the PPI pupil feels that they don't need further counselling it is a possible indication of improvement.</p>

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