

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	Savio Salesian College				
Academic Year	2017/18	Total PP budget	£258, 450	Date of most recent PP Review	Feb 2017
Total number of pupils	453	Number of pupils eligible for PP	256 (57%) (NA 29%)	Date for next internal review of this strategy	Oct 2017
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving 5A* - C incl. EM 2017/16 (15/16)			23% (26%)	(64.7%)	
P8 score in English / Maths 2017/16 (15/16)			-1.1 / -0.93 (-0.58 / -0.97)	(0.08 / 0.1)	
Progress 8 score average 2017/16 (15/16)			-0.51 (-0.67)	(0.12)	
Attainment 8 score average 2017/16 (15/16)			33.18 (36)	(52)	
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 numeracy skills and a legacy of poor teaching in Mathematics				
B.	Provision for those pupils who are most vulnerable is not adequately meeting their needs to facilitate curriculum engagement and lead to good achievement.				
C.	Poor behavior means a significant proportion of those pupils classified as pupil premium are more likely to be sent to referral or be subject to a fixed-term exclusion than their non-PP peers. Time out of lessons result in lost subject specific teaching.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Historic trends show pupil premium attendance running at 5.5% less than non-pupil premium attendance (in-school data)				

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	To improve outcomes for pupil premium pupils in Mathematics (-0.97 in 2016) as measured by progress 8 and to close the gap with 'other' pupils nationally. To intervene earlier with pupils who are falling behind so that in each year-group those PP pupils working below expectation receive timely and focused intervention to address knowledge gaps.	To reduce the gap with national form -1.08 in 2016 to -0.7 (outcomes data indicates the gap has closed marginally by 0.08 but we have not reached our target and the gap remains too big)
B.	Increased attendance/engagement of vulnerable pupil premium pupils in lessons and a reduction in instances of poor behaviour that results in removal from lessons.to lead to improved attainment for these pupils.	Increase in the average p8 score for the identified pupils. The 2016 target group registered an average P8 score of -2.45. The 2017 target group registered an average P8 score of -1.74. This is an overall gain of 0.71 year on year.
C.	Increased pastoral support and targeted mentoring programme for identified pupil premium pupils with high behaviour instances leads to reduction in instances of referral.	Reduction in behaviour instances for pupil premium pupils to fall in-line with non-pupil premium pupils No. of FTE for PP pupils has reduced from 96 in 2015/16 to 55 in 2016/17 (to date). (NB: There were 17 Non-PP FTE's in 2016/17)
D.	Increased attendance for pupil premium pupils to impact positively on pupil premium outcomes for all and closing of attainment gap.	Attendance for pupil premium pupils to increase by 2% Gaps with other pupils nationally to close. PP attendance improved by 2.0% on 2015/16 and has closed national gap to 4.7%

5. Planned expenditure					
Academic year		2017/18			
Planned strategies/spend to achieve desired outcomes					
i. Rapid rise in the proportion of pupil premium pupils making at least expected progress in Mathematics (Budget: £83,250)					
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?

<p>Improve quality of teaching and learning in Maths, English and EBacc subjects to lead to rapid progress</p>	<p>April 2017 – August 2017</p> <ul style="list-style-type: none"> Employing an SLE in Maths to develop Maths staff pedagogy (£10,000) <p>April 2017 – August 2017</p> <ul style="list-style-type: none"> Establish Saturday school intervention (£6,500) <p>April 2017 – August 2017</p> <ul style="list-style-type: none"> Appoint a new Head of Mathematics to raise standards of T&L and outcomes (£16,500) Introduce problem solving curriculum to better prepare for new specifications/ examinations (£1,000) School day interventions for PP pupils below target (£2,000) Extend school day to offer period 6 Maths lessons/ intervention (£3,750) Create Mathematics profile of all pupils to identify strengths/ weaknesses and to inform intervention (£1,000) Establish peer teaching lunch lessons (free) 	<p>EEF strand: Reducing class size (+3) Monitoring of T&L identifies requirement for improvement in pedagogy.</p> <p>EEF strand: Extending school time (+2) Saturday sessions to supplement class based teaching</p> <p>EEF strand: Reducing class size (+3) Stagnant outcomes in mathematics showing little sign of improvements from 2014 – 2016</p> <p>EEF strand: Mastery learning (+5) Greater focus on problem solving in new specification requires pupils to develop increased understanding of conceptual mathematics</p> <p>EEF strand: Small group tuition (+4) Low historical rates of progress and inconsistent teaching create need for focused intervention to fill gaps in pupil knowledge</p> <p>EEF strand: Extending school time (+2) Run extra period of Monday Mathematics for Y11 pupils to embed and build on class based learning</p> <p>EEF strand: Feedback (+8) Use generated data to target intervention at areas most appropriate for each individual pupil through analysis shared with pupils.</p> <p>EEF strand: Peer tutoring (+5) Use HA pupils to deliver peer-to-peer support sessions</p>	<p>Performance management of SLE/HOD</p> <p>Data tracking of Pupils progress</p> <p>Book scrutiny</p> <p>Pupil voice</p>	<p>RW/BF</p>	<p>Half-termly</p>
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ii. Increased attendance/engagement of vulnerable pupil premium pupils in lessons and a reduction in instances of poor behaviour that results in removal from lessons.to lead to improved attainment for these pupils. (Budget £31,500)

<p>Appoint PP lead to monitor and track PP pupil progress and dovetail with academic and pastoral teams to ensure timely intervention to address any underperformance issues that arise.</p>	<ul style="list-style-type: none"> • Subscribe to appropriate data tracking system to generate timely data to inform intervention. (£1,500) • Fund additional SEN provision for Vulnerable PP pupils to increase capacity and provide appropriate resources (£28,000) • Subscribe to appropriate screening software to identify learning needs earlier so that appropriate support can be put in place earlier to reduce the number of pupils falling behind (£2,000) 	<p>Changes to accountability measures requires an advanced software program to track achievement and allow production of accurate data to inform intervention.</p> <p>Appoint additional LSU manager to mentor and support the most vulnerable pupils through GCSE courses at KS4 to raise P8 outcomes</p> <p>Appropriate screening software and literacy/numeracy support software to enable pupils to access learning or additional support where needs are identified.</p>	<p>Data tracking, to identify closing of gaps.</p> <p>Line management records</p> <p>Data tracking for identified pupils or groups of pupils</p> <p>Performance management records of additional LSA and PP lead</p>	<p>BF</p>	<p>Interim review at the end of each term, with a full review in full review after results in Sept 2017</p>
<p>iii. Increased pastoral support and targeted mentoring programme for identified pupil premium pupils with high behaviour instances leads to reduction in instances of referral. (£75,000)</p>					

<p>Strengthen pastoral system and increase capacity to offer greater support for the most vulnerable pupils to pre-empt and reduce instances of poor behaviour which can lead to negative outcomes on achievement.</p>	<p>Appoint two additional posts of Heads of Key-stage to strengthen pastoral team (£8,000)</p> <p>Identify most vulnerable/at risk-pupils and mentor through tutor/year head reports directing to additional provision, e.g. pastoral standards leader, learning support staff, Ed. Psych, etc. as appropriate</p> <p>April 2017 – October 2017</p> <p>Maintain and increase provision of Don Bosco Unit (£60,000)</p> <p>School Counsellor (£7,000)</p>	<p>Internal data indicates pupil premium pupils are those most likely to be sent to referral or receive a fixed term exclusion. Adding greater capacity to the pastoral team allows greater focus on targeted individuals to develop effective behaviour management strategies to pre-empt and reduce these occurrences.</p> <p>For those pupils most at risk of exclusion the Bosco unit provides alternative provision on a temporary basis while pupils have an opportunity to reflect on behaviours and develop appropriate coping strategies to allow successful re-integration back to main school.</p> <p>112 sessions delivered to referred PP pupils in 2015/16</p>	<p>Monitor and track referral and FTE data.</p> <p>Monitor and track behaviour data of pupils referred to the unit both during and after their placement</p> <p>Monitor councillor referrals and non-confidential outcomes</p>	<p>TC</p>	<p>Termly</p>
<p>iv. Increased attendance for pupil premium pupils to impact positively on pupil premium outcomes for all and closing of attainment gap. (£41,000)</p>					

Develop attendance strategies to raise attendance for pupil premium pupils particularly for the most vulnerable pupils and to reduce the pupil premium persistence absence figure.	Maintain post of Pastoral Care and Standards Leader (£26,000) Morning mini-bus pick-ups for identified pupils (£3,000) EWO support from local authority for hardest to reach pupils (£12,000)	66% of the identified group in 2017 saw attendance improve on 2016. Pupils identified as those least successful at KS4 measured by P8 are those with lowest attendance or persistently absent	Track PP attendance and PA Track attendance for identified vulnerable pupils Performance management of PCS leader	TC	Termly
Other approaches (£70,200)					
Improve outcomes and close gaps with nationally Improve punctuality and attendance for pupil premium pupils	Period 6 intervention Homework bus Breakfast Club	P8 attainment for pupil premium pupils has improved by 0.38 on 2015 outcomes In school gaps are narrow in 4 year groups for current learners	Data Tracking, and attendance monitoring. Improved parental engagement and student voice.	BF/TC	Termly
Raise aspirations	Careers Guidance Most Able and Talented	Neet figure for the previous year 11 is 3%. Increased proportion of A* and B grade for most able students in 17/18	Track achievement of pupils through 4Matrix and work with careers connect.	CLM	Yearly for NEET Termly
Link with Notre Dame Catholic College	Executive leadership and staffing support to broaden curriculum and provide strategic leadership	Leadership was graded good by Ofsted for a school working in similar circumstances based on deprivation indicators	Improved provision and outcomes for PP pupils. Evaluation by Governors at the end of academic year.	COG	Yearly

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.	Continue (Y/N) and lessons learned.	Cost

<p>To improve outcomes for pupil premium pupils in Mathematics (-0.97 in 2016) as measured by progress 8 and to close the gap with 'other' pupils nationally. To intervene earlier with pupils who are falling behind so that in each year-group those PP pupils working below expectation receive timely and focused intervention to address knowledge gaps.</p>	<ul style="list-style-type: none"> • Employing an SLE in Maths to develop Maths staff pedagogy (£24,000) • Establish Saturday school intervention (£6,500) • Appoint a new Head of Mathematics to raise standards of T&L and outcomes (£40,000) • Introduce problem solving curriculum to better prepare for new specifications/ examinations (£1,000) • Use increased capacity to set-up school day interventions for PP pupils below target (£7,000) • Extend school day to offer period 6 Maths lessons/ intervention (£3,750) • Create Mathematics profile of all pupils to identify strengths/ weaknesses and to inform intervention (£1,000) • Establish peer teaching lunch lessons (free) 	<p>To reduce the gap with national form -1.08 in 2016 to -0.7 (outcomes data indicates this has remained static with PP progress 8 outcomes in Mathematics almost identical to the previous year)</p>	<p>No. All aspects are under review but some major costs around staffing have been dis-continued given lack of impact and change in school circumstances.</p> <p>Some elements will be maintained which are either low cost and have long term impact such as the problem solving curriculum and maths Saturday school.</p>	<p>£83,250</p>
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<p>Increased attendance for pupil premium pupils to impact positively on pupil premium outcomes for all and closing of attainment gap. (£37,000)</p>				
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Continue (Y/N) and lessons learned.</p>	<p>Cost</p>

<p>Increased attendance/engagement of vulnerable pupil premium pupils in lessons and a reduction in instances of poor behaviour that results in removal from lessons to lead to improved attainment for these pupils.</p>	<ul style="list-style-type: none"> • Designate TLR for PP lead and appoint to this post. (£5,000) • Subscribe to appropriate data tracking system to generate timely data to inform intervention. (£1,500) • Set-up bidding system for PP funding for departmental/pastoral need to raise achievement/increase engagement (£10,000) • Fund additional SEN provision for Vulnerable PP pupils to increase capacity and provide appropriate resources (£18,000) 	<p>Increase in the average p8 score for the identified pupils. The 2016 target group registered an average P8 score of -2.45. The 2017 target group registered an average P8 score of -1.74. This is an overall gain of 0.71 year on year.</p>	<p>Yes to continue. Increase monitoring of impact throughout year to identify earlier those who are not progressing quickly and alter approach accordingly.</p> <p>Yes. Start programme earlier to allow greater time for impact.</p> <p>Yes.</p>	<p>£34,500</p>
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<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Continue (Y/N) and lessons learned.</p>	<p>Cost</p>

<p>Increased attendance for pupil premium pupils to impact positively on pupil premium outcomes for all and closing of attainment gap.</p>	<p>Maintain post of Pastoral Care and Standards Leader (£22,000)</p> <p>Morning mini-bus pick-ups for identified pupils (£3,000)</p> <p>EWO support from local authority for hardest to reach pupils (£12,000)</p>	<p>Attendance for pupil premium pupils to increase by 2%</p> <p>Gaps with other pupils nationally to close.</p> <p>PP attendance improved by 2.0% on 2015/16 and has closed national gap to 4.7%</p>	<p>Yes.</p>	<p>£37,000</p>
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