

# Pupil Premium Review 2017/18

1. Summary information					
<b>School</b>	Saint Bede's Catholic High School, Lytham				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£147,810	<b>Date of most recent PP review</b>	24/05/18
<b>Total number of pupils</b>	814	<b>Number of pupils eligible for PP</b>	132	<b>Date for next internal review of this strategy</b>	04/10/18

2. Current attainment		
	Pupils eligible for PP	All pupils
<b>Progress 8 score average</b>	<b>-0.98</b>	<b>-0.41</b>
<b>Attainment 8 score average</b>	<b>30.72</b>	<b>44.17</b>

3. Review of expenditure			
<b>Academic Year</b>	<b>2017-2018</b>		
<b>i. Quality of teaching for all</b>			
<b>Action</b>	<b>Intended outcome</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)
Ensuring that as far as is practicable, that the strongest staff are deployed to teach classes with the highest proportion of disadvantaged pupils	Improved attainment and progress	The number of disadvantaged pupils off target in English and Maths in the affected classes reduced. 32% off target at progress point 1 and 11% off target at progress point 3/4.	Ensure analysis of DA groups takes place early and continue with this approach
To share strategies that are successful in engaging pupils through: Teaching and Learning briefings and INSET; the Firefly based 'toolkit'; departmental meetings and external INSET.	Improved attainment and progress	Pupil's engagement improved in observed lessons.	Continue sharing the good practice and roll out the programme used in English, Maths and Science.
Continued implementation of assessment and marking policy.	Improved attainment and progress	Pupils are aware of how to improve and respond quickly. Pupils and staff are able to clearly observe in their work that there is progress over time.	A significant Impact on teachers' workload. The system to be refined so pupils still benefit but the workload is more manageable. Improve the assessments to include interleaving of topics.
Analysing and reviewing progress data by Progress Leader and Progress Leaders for English Mathematics and Science to ensure that effective intervention is successfully targeted at key groups of pupils who are be underachieving.	Improved attainment and progress	The number of disadvantaged pupils off target in English and Science reduced. Interventions need to be more pupil/subject specific. High impact, low workload.	Maths to learn from the strategies used in English and Science. Roll out the reports for other subjects. Ensure interventions are pupil/subject specific. Hierarchy of interventions, ensure progress leaders are involved at an early stage if class teacher has not managed to improve progress

Motivating and engaging all pupils to ensure effective progress (with a particular focus on disadvantaged pupils)	Improved attainment, progress, motivation and engagement.	Use of ClassCharts for teachers and pupils improved the engagement in the reward system. Larger number of pupils achieving places on the rewards trip.	Continue use of ClassCharts
Regular (monthly) scrutiny of work of targeted pupils.	Improved GCSE attainment	Key Stage Leaders used a common proforma to assess scrutinised work. Progress Leaders monitored their departments. Subject Leaders/teachers will act upon key findings.	
Reduction in teaching group size <ul style="list-style-type: none"> <li>Maintain small class sizes in Years 10/11</li> <li>Add an additional teaching group in Year 9 for English and Maths</li> </ul>	Improved GCSE attainment	The additional class in Year 9 for English and Maths meant lower ability groups could be given more challenge.	
Introduce a wellbeing and health day for Year 11 (Spring Challenge Week)	High levels of attendance in run-up to and during examination period.	Better attendance figures and attendance during exams.	The sessions were valued by pupils as identified through verbal feedback.
<b>ii. Targeted support</b>			
<b>Action</b>	<b>Intended outcome</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)
Provision of additional tuition (including online) for targeted group of pupils, including middle-prior attainment boys, for English and mathematics.	Improved GCSE attainment for disadvantaged pupils, particularly middle-prior attainment boys for English and mathematics.	Verbal feedback from pupils and parents was very positive. Pupils who fully engaged achieved their target grade. 67% of the final cohort achieved their target grade.	Ensure pupils and parents are fully engaged with the programme.
Targeted intervention in English and mathematics Including: Additional teaching and support for one or two hours per week for groups of 4-9 pupils. One-to-one literacy or numeracy support (delivered by an experienced teacher or HLTA). Additional holiday and lunch/after school provision for identified pupils.	Improved GCSE attainment in English and mathematics	Greater percentage of disadvantaged pupils attended the holiday revision sessions.	Make more use of the October half term.
Trail of Middle Ability Disadvantaged boys to evaluate how they respond in lessons and the outcomes in their work	Improved GCSE attainment in English and mathematics		
Mentoring	Improved GCSE attainment	Smaller focused group meant more specific next steps could be given. Teacher workload still a little high.	Refine the mentoring programme to include other sessions, less frequent data collection from staff but regular meetings with mentors.

### iii. Other approaches

Action	Intended outcome	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)
<p>A huge range of monitoring, intervention and reward strategies. Behaviour Manager to work with targeted pupils to support them in developing strategies to avoid disruptive behaviours and to be more focused on their learning.</p>	<p>Improved attendance rates and reduction in disruptive behaviour.</p>	<p>Improved attendance and behaviour. Improved DA overall attendance and PA. Decrease in the number of detentions issued for behaviour.</p>	
<p>To provide funding to ensure equality of opportunity (as far as possible) between disadvantaged pupils and other pupils.</p>	<p>All disadvantaged pupils to be able to fully access all educational provision at Saint Bede's</p>		
<p>To source and fund the most relevant provision to meet the specific needs of the most vulnerable disadvantaged students</p>	<p>To ensure that the specific needs of individual pupils are met</p>	<p>P8 of DA pupils onsite is -0.68</p>	
<p>Transport to school</p>	<p>To ensure attendance at exams</p>	<p>Pupils at risk of not attending exams were able to get to school in time and not miss exam sessions.</p>	<p>To ensure that pupils' own contact numbers e.g. mobile 'phone numbers are easily available.</p>

#### 4. Additional detail

