

Thomas Becket Catholic School Action Plan – Pupil Premium 2017-18

PP Budget – 155k

Action	Led by	Date Started by	Achieved by	Success Criteria/Impact	Evaluated by	RAG - Actioned	Impact
Identify all students in the school who are Pupil Premium and create PP file for student interviews and progress summary overviews.	DS	June 2017	Sept 2017	Overview folder compiled showing all PP students and summary of student interviews detailing current progress, barriers to learning and intervention strategies to support.	DS/CS	All students identified; Folder created detailing all Year 11 PP interviews.	Profile of PP students across the school was raised; staff can identify who PP students are in their groups. Improvement from -0.75 to -0.464. Girls PP was higher than the whole school PP overall.
Meet each PP student in year 11 to discuss current progress and barriers to learning.	DS/JP	July 2017	July 2017	Areas for intervention are identified and appropriate support agreed and put in place for each student. Follow up meetings to take place after each AP to review gaps in progress and review intervention.	DS/CS	All students have been interviewed by either DS or JP. The 8 most underachieving have had second meetings with JP and LB from SJS to discuss intervention strategies. JP has organised review meetings following AP1 for the top 10 underperforming to review progress.	Students were aware that they were PP and that there were extra resources available to them. This allowed discussion of gaps and targeted interventions to be planned. This directly impacted our spend with: £2081 being spent on wellbeing interventions which significantly improved attendance by 6.2%; £24,364 on educational resources/tuition, which will have led to the 0.286 improvement in Yr 11 outcomes.
Meet each PP student in year 10 to discuss current progress and barriers to learning.	DS/FW	Sept 2017	Oct 2017	Areas for intervention are identified and appropriate support agreed and put in place for each student. Follow up meetings to take place after each AP to review	DS/CS	Head of Year has met all year 10 PP students to discuss barriers to learning and what intervention is needed.	Students were aware that they were PP and that there were extra resources available to them. This allowed

				gaps in progress and review intervention.			discussion of gaps and targeted interventions to be planned. This directly impacted our spend with: £2089 being spent on wellbeing interventions which in the light of increased exclusions in the year group saw attendance stabilise; £28,668 on educational resources contributed to PP students narrowing the gap between PP and Non-PP in English and Maths.
Meet each PP student in year 9 to discuss current progress and barriers to learning.	DS/DB	March 2018	March 2018	Areas for intervention are identified and appropriate support agreed and put in place for each student. Follow up meetings to take place after each AP to review gaps in progress and review intervention.	DS/CS	Meeting occurred later in the year than ideally planned, however strategy implemented.	Students were aware that they were PP and that there were extra resources available to them. This allowed discussion of gaps and targeted interventions to be planned. This directly impacted our spend with: £4688 being spent on wellbeing interventions which significantly improved attendance by 1%; £8223 on educational resources enabled PP students to significantly reduce the gap in Maths with an improvement

							focus needed in English in the year ahead.
Meet each PP student in year 8 to discuss current progress and barriers to learning.	DS/JT	March 2018	March 2018	Areas for intervention are identified and appropriate support agreed and put in place for each student. Follow up meetings to take place after each AP to review gaps in progress and review intervention.	DS/CS	Meeting occurred later in the year than ideally planned, however strategy implemented.	Students were aware that they were PP and that there were extra resources available to them. This allowed discussion of gaps and targeted interventions to be planned. This directly impacted our spend with: £6342 being spent on wellbeing interventions which maintained the level of attendance amidst an increase of exclusions; £54,355 on educational resources enabled PP students to significantly reduce the gap in Maths with an improvement focus needed in English in the year ahead.
Meet each PP student in year 7 to discuss current progress and barriers to learning.	DS/EK	March 2018	March 2018	Areas for intervention are identified and appropriate support agreed and put in place for each student. Follow up meetings to take place after each AP to review gaps in progress and review intervention.	DS/CS	Meeting occurred later in the year than ideally planned, however strategy implemented.	Students were aware that they were PP and that there were extra resources available to them. This allowed discussion of gaps and targeted interventions to be planned. This directly impacted our spend with: £3579 being spent on wellbeing interventions which

							significantly improved attendance by 6.2% compared to the previous Year 7; £30,760 on educational resources enabled PP students to significantly reduce the gap in Maths with an improvement focus needed in English in the year ahead.
Get overview progress data for each year group mapped against whole year group and Non PP.	DS	Sept 2017	Sept 2017	Summary overviews for each year group and each AP are set up so a complete picture of PP progress is known, and gaps can be analysed after each AP and correct intervention put in place.	DS/CS	Overviews for current Yr11 have been created based on AP4 and AP5 Yr 10 data which show gap has widened between these points. AP1 data for Yr 11 has also been analysed and indicates that although there has been positive movement, the gap between PP and non PP has widened.	Year 11 PP results show positive improvement. Although the gap marginally increased by -0.02 meaning that Non-PP students progress improved slightly more rapidly. Generally, PP girls have performed well. The issue remains particularly with PP boys. In year interventions were planned in response to these challenges. In-year data in Maths demonstrates a narrowing of the gap of all year groups. Whereas the gap is widening in English.
Review year 11 PP Timetables to assess whether some subjects should be	DS/SM / CMC	Sept 2017	Oct 2017	All Yr 11 PP timetables are reviewed and a number of them have a subject removed in order to	DS/CS	DS to set up meeting with SM and CMC to review timetables and	Additional time allotted for Eng and Maths for identification of

removed in bucket 3 for extra Maths, English and Science lessons.				create time for extra Maths, English and Science. Capacity for extra sessions with current staff needs to be looked at.		see what can be created in line with current intervention for most underachieving in year group overall. This meeting led to timetable reductions for a number of PP students.	students who this would benefit. The few peoples chosen here showed improved progress in this time. Girls in English responded well to this strategy.
Identify how/where extra Maths, English and Science intervention sessions can be created for year 11 and available staff.	DS/CM C	Sept 2017	Oct 2017	Plan for where extra lessons in core subjects can be set up; students attend extra lessons; progress gaps improve across AP's.	DS/CS	The Head of Maths and Head of Physics have set up 2 hour weekly breakfast intervention session targeted at specific PP students who are behind in Maths and Science. Tutor time was collapsed for additional Eng, Maths, Science and RE.	Improvement from -0.75 to -0.464. Girls PP was higher than the whole school PP overall. Improvement in punctuality as students saw form time as academically beneficial.
Identify how much PP funding we get as a school and how it is spent.	DS/LO	Sept 2017	Oct 2017	Amount of funding is clearly identified and a transparent plan for how it is spent is created.	DS/CS	DS met with LO and established the school has 155k PP budget that needed to be mapped against specific provisions. New funding maps allocated this spend.	A proportion of PP finance was historically allocated to staffing and staff time directed to specific PP student intervention and sessions.
Map PP spend to impact on strategies so it is clear how the money is spent on PP students and what the benefit of this is.	DS/LO	Oct 2017	Oct 2017	There is a clear link between PP budget and identified intervention strategies for PP students across the school detailing impact of spend.	DS/CS	DS has reviewed spending from last academic year and has allocated funds to support strategies for this year 11. Budget needs to be planned and itemised.	PP spend is itemised against individual students detailing spend, so clearly identifies how money is being spent on each student. Impact on

							results included to plan future spends.
Have a clear overview of how each subject area is prioritising intervention for PP students.	DS	Sept 2107	Sept 2017	Each faculty provides overview of strategies of intervention for each PP student. Evidence of strategies leads to gaps closing.	DS/CS	Faculties have provided overviews for year 11 PP students. DS to collate all info into document for faculties to share. This needs to cascade down the year groups.	All DOLs analyse data with a focus on student groups. SLT challenge DOLs on these students. Interventions designed to target specific students.
Review options pathways in year 8 for PP students beginning KS4 curriculum in year 9.	DS/CM C	Jan 2017	Apr 2017	Discuss KS4 Timetables for options in year 8 and how many courses PP students should be focused on. Personalised T/T for each PP student with extra Maths, English and Science in place.	DS/CS	DS and CMC to met to discuss timetable allocation for PP students in current year 8 for the start of year 9 and get approval from SLT.	This was considered in options interviews and collaborative decisions made. Future curriculum options to be designed with PP students in mind.
Identify opportunities for PP students in year 10 and 11 to attend university aspiration events.	DS/JP	September 2017	July 2018	University open days aspiration events are targeted towards PAH and PAM PP students.	DS/CS	JP took a number of students out to an event at Northampton University in July. Further opportunities are being explored by JP. On 13 th Nov. 30 year 10 PP, PAH and PAM students attended a skills show at Birmingham NEC.	Students begin to identify pathways beyond Year 11 and P16.
Identify opportunities for all PP students to attend career fairs.	DS/JP	September 2017	July 2018	Career fairs are targeted towards PP students to ensure that they all attend one career fair to discuss options and requirements.	DS/CS	JP took a number of PP students to a careers fair in July. Further opportunities explored for Yrs 9, 10 and 11.	Students begin to identify pathways beyond Year 11 and P16. Next year all students will complete careers surveys and activities designed around their interests.

Year 11 PP students to meet with Sheila Morgan as a priority to discuss pathways at Post 16.	DS/JP	June 2018	July 2018	All PP students in year 11 are prioritised to have first round of meetings with careers advisor to discuss pathways.	DS/CS	All students had meetings at the end of year 10 to discuss career options and pathways. Meetings occurred in Year 11 to ensure viable options were selected for Post 16.	100% of students interviewed and confirmed applications for sixth form, education or employment.
Organise parental engagement meetings so they can support students at home.	DS/JP	Oct 2017	Oct 2017	Arrange for the parents of year 11 PP students to come in for 1-1 meeting to discuss current progress and how to support students at home. Regular home-school contact continues to discuss progress.	DS/CS	Appointments arranged and progress discussed.	In future years actionable interventions should be attached to PP meetings in the same way student interviews lead to key actions.
Evaluate quality of homework being set for PP students and that it is being completed.	DS/HO Y	Oct 2017	Dec 2017	JP and DB to create a homework timetable across the school and monitor how often hwk is being set. HOY to monitor that it is being set for PP and that is appropriate.	DS	Homework timetable launched on 25/09 across school. JP and DB to monitor homework is being set and quality is appropriate. Review on 01/11 showed that homework is not being set consistently by some faculties – JP and DB to follow up with DoLs.	Homework is still not being consistently set/recorded and completed. Form tutors to be checking planners regularly in form time and challenging where homework is not seen to be recorded. Use of Doodle as a homework setting platform to be evaluated.
Divide the Year 11 PP cohort between SLT for regular contact.	DS	Sept 2017	Sept 2017	Each member of SLT has a small number of Yr 11 PP students attached to them for the purpose of regular contact to discuss informally progress.	DS/SLT	Each member of SLT has been allocated PP students; feedback about discussions to take place at weekly SLT meetings.	Meetings occurred although not consistently enough to drive forward progress.
PP training for all teaching staff highlighting current	DS	Sept 2017	Sept 2017	Teaching staff attend INSET training on training day at the start	DS/CS	CPD using the Sutton Trust initiative delivered	Staff participated in CPD and practiced using key

figures and informing effective intervention strategies as outlined in The Sutton Trust for the classroom.				of term and data and strategies shared with them. Subject areas complete overview detailing current intervention for PP students in their subject.		including PP specific book samples and examination of learning style gaps.	strategies. A focus on PP students in work scrutinies across the year improved scholarship, content and responses to marking in PP students' books.
Learning Walks focus on teachers showing they have identified PP students in the classroom and set appropriate strategies to support their learning.	DS/KP	Sept 2017	Oct 2017	Teachers standards folders are checked which show they know who PP students are and how they are attempting to close the gap.	DS/KP/CS	Teachers standards folders indicate awareness of PP students in the classroom with strategies listed for support in closing the gaps.	Standards folders introduced, but there purpose needs to be developed. They need to be more high profile; new staff are not aware of them and how to use them.
Provide a breakfast club for KS3 PP students to encourage improved attendance and provide a place to complete homework in an appropriate setting.	DS/NN	Oct 2017	Oct 2017	The Head of Food Technology to provide a weekly breakfast club for KS3 PP students and offer support in completing any outstanding homework.	DS	Letters have been sent out to targeted students in KS3 inviting them to attend a breakfast homework club. PP Breakfast club has enabled improved progress.	The rate of absence fell and the year on year decline of PP attendance halted. Reversing this trend has required a cultural change to make students want to come to school. In Year 9 attendance for PP students improved by 1%. In Year 8 attendance dropped by -0.03 as the decline slowed.

AP4 Year 11 Data

	FFT 20	All	PP	NON PP
No.		94	23	71
9-5	43.3	30.9%	17.4%	35.2%
9-4	68.8%	46.8%	26.1%	53.5%
9 - 5 EnMa	42.3%	34.0%	17.4%	39.4%
9 - 4 EnMa	70.1%	52.1%	30.4%	59.2%
9-1	100%	95.8%	93.0%	96.6%
Progress 8	0.54	-0.18	-0.65	0.01
Attainment 8	44.83	38.18	31.54	40.33

AP3 Year 11 Data

	FFT 20	All	PP	NON PP
No.		94	23	71
9-5	43.3	34.0%	30.4%	35.2%
9-4	68.8%	48.9%	39.1%	52.1%
9 - 5 EnMa	42.3%	29.8%	17.4%	33.8%
9 - 4 EnMa	70.1%	48.9%	21.7%	57.7%
9-1	100%	95.8%	95.2%	96.0%
Progress 8	0.54	-0.3	-0.57	-0.2
Attainment 8	44.83	36.93	32.37	38.41

AP2 Year 11 Data

	FFT 20	All	PP	NON PP
No.		95	24	71
9-5	43.3	26.3%	20.8%	28.2%
9-4	68.8%	38.9%	25.0%	43.7%
9 - 5 EnMa	42.3%	21.1%	12.5%	23.9%
9 - 4 EnMa	70.1%	42.1%	16.7%	50.7%
9-1	100%	90.7%	87.3%	91.8%
Progress 8	0.54	-0.59	-0.92	-0.46
Attainment 8	44.83	33.66	28.17	35.51

AP1 Year 11 Data

	FFT 20	All	PP	NON PP
No.		96	25	71
9-5	43.3	29.2%	20%	32.4%
9-4	68.8%	49.0%	28.0%	56.3%
9 - 5 EnMa	42.3%	30.2%	16.0%	35.2%
9 - 4 EnMa	70.1%	53.1%	24.0%	63.4%
9-1	100%	96.4%	91.7%	98.0%
Progress 8	0.54	-0.34	-0.75	-0.17
Attainment 8	44.83	36.45	29.69	38.83

Final Year 11 Data 2018

	All				PP				Non PP			
	2017	FFT 20	PG	2018	2017	FFT 20	PG	2018	2017	FFT 20	PG	2018
No.	132		94		31		23		101		71	
9-5		43.3	46.8%			30.8%	34.8%			47.9%	50.7%	
9-4	53%	68.8%			37.0%				59.0%			
9 - 5 EnMa	30%	42.3%	34.0%	35.2%		26.9%	26.1%	13.0%		47.9%	36.6%	42.6%
9 - 4 EnMa	52%	70.1%	62.8%	51%	32.0%	57.7%	39.1%	26.1%	58.0%	74.6%	70.4%	58.8%
9-1		100%	95.9%			100.0%	94.1%			100.0%	96.5%	
Progress 8	-0.39	0.54	0.26	0.088	-0.75	0.5	-0.12	-0.449	-0.26	0.56	0.41	0.309
Attainment 8	39	44.83	42.46	41.43	32	42.09	36.88	34.25	41	45.83	44.26	43.86

PP by Ability **-0.45** **23**

	Lower	Middle	Upper
No.	6	14	3
P8	-0.35	-0.42	-0.784

Non PP by Ability **0.31** **71**

	Lower	Middle	Upper
No.	9	32	15
P8	0.02	0.462	0.156

Boys Non-PP **-0.031** **30**

	Lower	Middle	Upper
No.	3	16	6
P8	-1.633	0.19	0.18

Girls Non-PP **0.583** **38**

	Lower	Middle	Upper
No.	6	16	9
P8	0.846	0.734	0.14

Boys PP				Girls PP			
	Lower	Middle	Upper		Lower	Middle	Upper
No.	4	6	2	No.	2	8	1
P8	-0.636	-1.221	-1.009	P8.	0.222	0.181	-0.333

Summary:

Key Positives

- 1) PP Progress improved on last year by 0.3 from -0.75 to -0.449.
- 2) Girls PP had a positive P8 score of 0.14.
- 3) Both boys PP and boys non-PP had negative P8 scores, so there is an issue with boys progress across the school regardless of PP or non-PP.
- 4) In year data demonstrates some positive trends. However, the reliability of this data can be questioned as this year was the first of the new system utilising assessment points and data tracking.
- 5) PP attendance shows an overall average improvement of 1.12% and in year groups where attendance dropped the rate of decline has reduced.

Key Actions

- 1) Focus on quality first teaching strategies and pedagogies for PP and in particular boys.
- 2) Refine successful actions like the learner profiles, breakfast clubs and bespoke intervention programmes.
- 3) Improve quality of impact evaluation through development of in school data systems.
- 4) Greater focus on impact further down the school.
- 5) Focus on English progress further down the school.