

Pupil Premium strategy statement - 2018 2019

Summary Information								
School	St Bernard's Catholic High School							
Academic Year	2018-19	Total PP budget	£184,892		Date of most recent PP Review		September 2018	
Total number of pupils	743	Number of pupils eligible	180		Date for next review		April 2019	
1. Current attainment								
Provisional GCSE Results 2018	All Students				Disadvantaged Students			
	STB	STB	LA	Nat	STB	Main Stream Education	LA	Nat
		Main Stream Education						
% achieving <i>Standard Pass</i> in English & Mathematics	67%	69%	65%	64.2	45%	50%	41%	44%
% achieving <i>Good Pass</i> in English & Mathematics	46%	47%	43%	43%	29%	32%	%	25%
Progress 8 score average	-0.18	-0.08	-0.11	-0.02	-0.88	-0.65	-0.68	-0.44
Attainment 8 score average	45	46.1	46.5	46.5	34.9	38.4	35	37
2. Barriers to future attainment (for disadvantaged pupils)								
In-school barriers								
A	Where literacy skills of disadvantaged pupils are well below age related expectations, this impacts on their ability to access the curriculum and perform to their potential during assessment tasks.							
B	Disadvantaged pupils perform below expectations for Progress 8 at GCSE.							
C	Disadvantaged pupils account for a disproportionate number of detentions and exclusions,							
External barriers								
D	Attendance of disadvantaged pupils, although improving, is still below that of their peers which has an impact upon their learning and progress. This is also mirrored by some disadvantaged pupils being reluctant to attend extra support sessions after school and a wider involvement in school activities.							
E	Lack of cultural capital for some disadvantaged pupils limits their choices when they leave school.							
Desired outcomes (<i>desired outcomes and how they will be measured</i>)			Success criteria					
A	Improve levels of progress in literacy for disadvantaged pupils across year 7 to 9.		Assessments of accelerated reader and IDL show improvements for disadvantaged pupils that bring them in line with their peers by the end of year 9. Annual reading assessments for disadvantaged pupils show gap reductions each year. June 2019 - Tests prior to Christmas gave irregular results. A trial was conducted last term with star reader alongside accelerated reader. Star reader has been adopted as a result and testing is now being rolled out for results to be generated by the end of term. Sep '19 - Accelerated reader and star reading tests were found to be ineffective at improving the reading of the pupils who needed it most. This year we have launched the Literary Canon for students in Y7-9 which is resulted in 2 hours of reading per week					
B	Disadvantaged pupils Progress 8 score improves.		Disadvantaged students Progress 8 score improves to:2019 -0.5, 2020 -0.3, 2021 -0.1 June 2019 - Current P8 score for y11 at DC4 is -0.74. This is an improvement on the same time last year when the figure was -0.84 at DC4. Sep '19 - the final figure has increased to -0.96					
C	Improved attendance rates for our disadvantaged pupils.		The gap in attendance between disadvantaged pupils and their peers is reduced. June 2019 - Attendance of DAP pupils is 90.7%. This has improved from 90.2% prior to Easter. Attendance was 90.7% this time last year and 90.5% prior to Easter last year. The gap with whole school attendance is 3.4% below whole school attendance for DAP pupils. The gap this time last year was 3.7%. Sep '19 - The DAP attendance at the end 18/19 was 90.87% down from 91.28% the previous year, compared to nDAP in 18/19 being 95.39% down from 95.42% the previous year.					

D	Improved behaviour for learning for disadvantaged pupils	Reduction in the number of PP students who are isolated or FTE. June 2019 - Current DAP pupils who have been isolated this year is 126. This has increased from 106 last year. This year 46 DAP pupils have had an exclusion. Last year the figure was 34. Although numbers have increased overall, including a 40% increase in yr 7, the figures for yr 8 and yr 11 have improved this year for both isolation and exclusion.
E	Increase in aspiration of disadvantaged pupils.	An increase in PP students who go on to Higher Education to study Level 3 courses or gain successful apprenticeships. In 2017 we had 97% in Education and training. In 2018 we had 95% in Education and Training.

A. Improved Levels of progress in Literacy in years 7-9

Actions	How	Responsibility	Monitoring	Completion date	Success criteria	Review Notes
Reading is developed and promoted across the school	Accelerated Reader Scheme, students read for 30 mins per week on a rolling programme across the timetable. Students also read at least once per week in an extended form time (DEAR).	L&N Coordinator	Form tutor monitors every child has an appropriate book every week. L&N Coordinator to provide weekly reports to form tutors. L&N to provide to Head of House regular certificates and rewards for progress.	Weekly	All students in Y7/8/9 reading every week and their reading age is progressing at least as fast as their chronological age	Rolling Programme established and calendared. Regular DEAR time every Friday. Work still to be done to reach the point where all KS3 students always have their own reading book with them. Current initiatives to alleviate this are L&N Co-ordinator provides Form Tutors with books to loan out, plus plans underway for L&N Co-ordinator to create an AR section to appear on the school website, so that parents can monitor reading progress too.
		L&N Coordinator	Every child in September will complete their base line assessment. Data to be shared via Sims with all staff.	End of September 2018	Systems in place to track AR progress	Star reader is now being used to track progress. Data will be available at the end of term.
		L&N Coordinator	Interim assessment on AR to be completed 4 times per year.	At scheduled times	Staff and children can access the progress students are making and intervene where there are concerns	RS is coordinating the pilot assessment described above. Star reader is now being used to track reading progress.
		AHT - RSP	Drop in sessions of DEAR time on Fridays by HOH & SLT	Ongoing	All 7/8/9 form classes reading every Friday	SLT/HOH monitoring is ensuring this is happening. Last check April 2019. Reading taking place in all classrooms visited.
	Use of IDL scheme for lower ability disadvantaged pupils in withdrawal and catch-up lessons	Assistant SENCo	Cohorts and term plan created, complete with initial baseline assessments	Start of each term	Identified group of students make the required progress	Updated May 2019. 40 pupils from yr 7 & 8 currently involved in total. Pupils complete 40 units before re-assessment. 20 out of 21 pupils re-assessed mid intervention have made improvements in reading scores. 13 out of 21 have made significant improvements of 6 months or more.
	Students in Y7/8/9 have an extra English lesson and spend it in the library	HOD English	English teacher provide library activities and 1:1 and group reading	Ongoing	Students who struggle to access AR have a fortnightly boost.	Ongoing since September 2018. Each Y7, Y8 & Y9 English class has one lesson per fortnight devoted to reading - either in the library or their own classroom base. Year 9 have a literature-based curriculum to encourage reading at a higher level. All Y7, 8 & 9 pupils study a Shakespeare
	Raise profile of library by planned competitions and extra curriculum activities throughout the year.	L&N Coordinator	Long term plan created in the first half term of activities throughout the year with detail of how DAP will be included.	October Half Term	Engagement of DAP is positively skewed in favour of DAP.	Library is well used at break and lunchtime to the point of overcrowding. Use before and after school is less busy and publicising the clubs and activities run by the L & N coordinator is a priority. Different activities run in the library each lunch time and after school, to encourage students to visit, the most recent example being a weekly Multicultural Youth Club. Example of on-going competitions is tracking the number of words read by each student and celebration of achievements, eg Romero house won the amount of words read in the Autumn term; a Y7 PP student recently became a double word millionaire.
	Year 11 high ability student trial of reading broadsheet newspapers to enhance their vocabulary	Director of T&L	Class teacher to ensure all the class are accessing articles	Ongoing	Progress 8 English score for high ability students increases in Summer 2019 exams	4 out of 5 of more able PP pupils achieving at least grade 6 in English at DC4.
	Use of POSH word boards in every classroom	Director of T&L	Evidence in lesson observations	Review after each lesson observation cycle	Evidence of students increased use of POSH words	Each week - e mail information from P Wane. Visits to classrooms indicate this is in place. Discussions with pupils indicate they are aware of the POSH word and its meaning. Word this week is Despot.

B. Disadvantaged pupils achieve at least in line with their peers.

Actions	How	Responsibility	Monitoring	Completion date	Success criteria	Review Notes
Each department implements targeted interventions informed by regular assessments to support the achievement and progress of pupil premium pupils.	Through staff inputting personalised intervention targets on Sims for students who are underachieving.	Class teachers	HODs	Each data cycles	All DAP students who are underachieving have high quality targeted interventions at the classroom level.	MJ monitoring after each data collection. HOD challenged about any gaps during QA meetings with line manager at each data collection.
	1/2 termly meetings with HT/DHT to discuss progress of DAP	AHT - PP Lead	Evidence provided of high quality targets for all DAP who are underachieving	See schedule	Variation across departments will be decreased to ensure strategies are in place for all DAP who are underachieving.	SLT meetings used to discuss latest data and set actions via SLT line managers.
	HOH to identify students who need support from their PSO in their lessons	HOH & HOD	AHT for each House to have an overview of which students are being supported in lessons by PSOs and how frequently	Reviewed every month	Students who are underachieving receive extra support and their attainment grades improve in the next data cycle.	Timetables in place. SLT monitoring has checked this.
English and Maths departments work together to ensure 'cross-over' DAP pupils meet targets.	HOD E&M to meet at the start of each half term to update the crossover based on the most recent performance data and implement appropriate interventions	HOD E&M	DH and AHT PP will monitor and track progress of the target group of students.	Each half term	Targeted students rate of progress improves.	Regular meetings between HoD E&M re crossover after each data collection. Appropriate targetted interventions planned and implemented accordingly.
	Parent meetings with all Y11 DAP to support their revision during the run up to the Mock exams	AHT PP	Plan in Place at Oct half term	End of week 2 in HT2	All Y11 DAP parents are met and supported to help their child in the mock exams. Revision materials and support provided	Two rounds of meetings organised and completed in two weeks after half term. All disadvantaged pupils allocated a mentor to support final exam preparation.
	Y7/Y8 Academic Year review	AHT-PP	HOD will follow up with any DAP parents who do not attend	End of November	Relationships are built with all DAP parents in their early secondary school years with their	Completed. Attendance of PP 72% for yr 7 and 60% for yr 8 - similar to last year. Prior to review meetings PP attendance was 54% of PP parents in y7. Follow up calls discussions arranged for PP pupils whose parents could not attend.
	Coffee mornings for DAP and their parents	AHT - RAP	Plan in place by Easter of which future parents to target when.	Easter - July 2019	Improved attendance at Academic Review in Year 7.	Programme of transition activities is already very busy and proving difficult to fit this in. Considering inviting y7 parents to a coffee morning celebration of yr 7 challenge project.
	Monitor the use of Milk	AHT-QA	Ensure all DAP can access MILK and use it regularly.	Ongoing	Homework and communication with DAP parents improves.	Analytical data from website has been used to identify usage benchmarks this year; 268,504 unique events logged this year.

Last Review update June 2019 After school homework club	DAP students who are struggling to complete homework to be booked into after school homework club.	HOH	HOH to track DAP who are struggling with homework and arrange for them to spend time after school in the library being supported with their homework	Ongoing	Good attendance at sessions and improvement in their attainment grades.	Disadvantaged pupils with high number of behaviour points for homework are being supported by HOH and form tutors.
Tailored CPD workshops to increase staffs awareness of recent education research	Director of Teaching and Learning to plan a tailored approach to CPD to increase the awareness of good practice for DAP.	Director of T&L	Dialogue with DH to provide areas of action following PMR	Plan created in HT1 and then on going throughout the year	Wider range of appropriate teaching styles and differentiation observed during lessons; leading to improved engagement for disadvantaged pupils.	Focus on learning styles this year led by T Nicholls. Focus for next year will focus on skills to be a good learner and Metacognition.
	Whole staff sharing of teaching and learning strategies at morning briefings.	Director of T&L	Plan created at the start of HT1	Weekly	Wider range of appropriate teaching styles and differentiation observed during lessons; leading to improved engagement for disadvantaged pupils.	This is happening each week and is valued by staff. Sharing of ideas has increased and led to more staff trying out new ideas in the classroom. This has run successfully with all departments taking part and several members of the department providing the 'nugget' so it's a 'grass roots' idea rather than an 'imposed' ideology. Ongoing since September 2018. Valuable time to share ideas and will be developed next year to include themes each half term - e.g. differentiation.
Having a whole school overview of the interventions which DAP are receiving	Creation of intervention database in Sims which allows staff to record their interventions for DAP. Interventions to be included on pupil passport roll out.	AHT-P/HOD/HOH	AHT will set up the database and provide training for HOD and HOH to log and monitor which DAP are receiving what interventions.	Ongoing, and report to SLT at the start of each month.	All DAP who are underachieving are receiving interventions to support their learning and progress.	Interventions section of SIMs is in use for this purpose and increasing number of interventions are recorded. Next Steps - Increased use of the 'attendance at sessions' facility. Regular updates, each half term to pupil lists. Information to be included on a Pupil Passport for disadvantaged pupils which is currently being developed/trialled in school.
Ensure students who are on the safeguarding register are supported to minimise the barriers to their learning.	Pastoral Manager (DSL) to oversee a comprehensive programme of support for students who are on the safeguarding register in order to minimise the impact of personal circumstances on attainment.	Pastoral Manager	AHT-DSL to ensure that all action plans are up to date and that all relevant staff are informed and advised how to support these students in lesson. All staff to be informed when the safeguarding list changes.	Ongoing	DAP who are on the safeguarding register receive individual support to support them in their learning.	Register is regularly updated and brief intervention details (due to confidentiality) are recorded in SIMs.

C. Reduce the rate of persistent absentee for disadvantaged pupils and increase their overall attendance so that it is in line with their peers.

Actions	How	Responsibility	Monitoring	Completion date	Success criteria	Review Notes
EWO to plan and implement effective strategies to ensure HOH and FT all support DAP attending school regularly.	Form tutors contact DAP parents regularly for students whose attendance is between 95% and 92%	Form tutors	HOH to monitor weekly and provide FT with data on which DAP need to be targeted.	Weekly	Attendance improves for students at risk of PA.	Attendance of DAP pupils is 90.7%. This has improved from 90.2% prior to Easter. Attendance was 90.7% this time last year and 90.5% prior to Easter last year. The gap with whole school attendance is 3.4% below whole school attendance for DAP pupils. The gap this time last year was 3.7%. Comparing Term 1 and Term 2 this year, the data shows that the gap in attendance between disadvantaged and non-disadvantaged pupils has reduced in years 8, 10 and 11 and increased in years 7 and 9. Overall, the gap has reduced slightly by 0.5%. The disadvantaged pupils in year 9 and year 10 have the lowest attendance. Both at 88%. Compared with this time last year, attendance of disadvantaged pupils has fallen by 0.8%. Punctuality has improved slightly from last year for disadvantaged pupils. 4.8% late compared with 5.5% late last year.
	Heads of House contact DAP parents whose attendance is between 92% and 90%	HOH	HOH to provide monthly attendance update to their AHT	Weekly	Attendance improves for students at risk of PA.	
	EWO meet and implement strategies for DAP whose attendance is less than 90%. This will include Action Plans, legal warnings, and prosecutions.	AHT-DSL	Fortnightly meetings with HT and AHT	Ongoing	Decrease in the number of DAP who are PA.	
	DAP at risk are contacted first by the attendance team on first day of absence.	Admin	EWO to monitor weekly	Daily	Improved attendance for DAP	Text messages and phone calls which are not responded to are leading to home visits for PP pupils and pupils being collected and brought into school.
	Weekly prize draw in Collective worship to promote good attendance	HOH	EWO to monitor and assess impact	Weekly	Improved attendance for DAP	Taking place each week in assemsbly and vouchers being awarded.

D. Improved behaviour for learning for disadvantaged pupils

Actions	How	Responsibility	Monitoring	Completion date	Success criteria	Review Notes
Implement the new Positive Learning policy with the emphasis on building positive relationships with DAP who are struggling to engage in lessons	Launch and staff training of new policy	HT	Staff adoption of new policy needs to be review every HT	September Inset		Policy up and running and reviewed by SLT each term to identify pupils to target for support and promote consistent use of the policy. 21 PP pupils identified as causing concern and HOH/Form tutors are producing PP Pasports for these pupils to advise staff on the strategies to use / avoid with these pupils.
	HOH to identify DAP who are developing negative behaviour patterns and provide appropriate support to staff and students	HOH	HOH to discuss and plan actions with AHT every half term, and bring to the Extended Leadership Team	Every half term	Reduction in the number of DAP receiving negative behaviour points, and an improved engagement in their lessons.	See above. Ongoing support, including in lesson support from PSO, is coordinated by HOH.

	Pastoral Support Officers to support DAP in lessons who are struggling to display the correct standards for behaviour	HOH	AHT to monitor and feedback to SLT at the start of every month.	Every month		Data has been analysed to identify pupils in each house for PSO and HOH support. Pupil Passports have been completed first for pupils with most behaviour incidents logged. List is provided by HOH each week for PSO's to support in lessons.
	Shadowing of disadvantaged pupils by HOH and SLT to identify good practice and share with colleagues.	HOH	Feedback to Extended Leadership Team, and revisit every term	HT 1/3/5	Sharing of feed back to teachers and a marked improvement when the exercise is revisited.	HOH completed during first term. Feedback provided to staff and Middle leaders at meetings.
	Create opportunities for staff to observe how other colleagues manage the behaviour of DAPs during lessons.	HOD	AHT-PP to collate	Ongoing	Improvement in the quality of T&L	As part of PP Passport process staff will be asked to visit pupils in lessons to observe them in practice.
Provide mental health support for DAP to reduce their barriers to learning (e.g. those who are suffering from anxiety)	Provide SERIS support for DAP, especially Y7 during their first term at STB	SERIS Worker	Pastoral Manager through safeguarding meetings and the intervention register	Ongoing	Students who are at risk from poor mental health still perform in line with their peers	JA has 'screened' identified incoming yr 7 pupils for 3 sessions and identified a group to work with this academic year. Pupils attend lunchtime activities to promote friendships in addition to meeting with JA.
	Provide counselling support to DAP who are struggling with mental health issues.	School Counsellor	Pastoral Manager through safeguarding meetings and the intervention register	Ongoing	Students who are at risk from poor mental health still perform in line with their peers	AMcD provides counselling support. Interventions recorded in SIMs.
E. Increase in aspiration of disadvantaged pupils.						
Actions	How	Responsibility	Monitoring	Completion date	Success criteria	Review Notes
To increase the number of aspirational opportunities available to DAP and increase the rate of participation in these of	Development and launch of the <i>Personal Challenge Scheme</i> for Y7 to ensure that DAP challenge themselves both in and out	Form tutors	AHT-RAP will monitor and update SLT every half term on progress.	Launch October 2018 and on going	All DAP students are involved and achieving the same success as their peers	All Year 7 students attended Residential and were present for launch of Personal Challenge. 39 certificates presented in Autumn term for creative challenge. 10 of which were presented to DAP students.
	Increase attendance of disadvantaged pupils on University and Apprentice recruitment events.	AHT-RAP	Targeted plan for each year group and update on the DAP intervention database.	Ongoing	All careers and subject enrichment activities positively discriminate for DAP.	National Apprenticeship Show, Bolton Arena - 50 Year 10/ 11 students attended, 19 were DAP students. 79 year 9 students visited Lancaster University to gain experience of HE. This was attended by 27 DAP students. Brilliant Club Scholars Programme - 12 students enrolled in programme, 4 of which were DAP all attended launch trip to Lancaster University and were very impressed by university life. 5 students submitted final assignment. 1 of which was a DAP. All students graded, 1 of which was a DAP. Graduation ceremony on 12th February. Cambridge and Oxford University finance and aspirations talks attended by 116 students - 33 PP.
Improve confidence of disadvantaged pupils through additional transition opportunities.	Third transition day to be added for 2018-19.	AHT-RAP	Student and parent evaluation of transition activities	Student and parent survey done in HT2	Feedback from parents and students to determine future direction.	Student feedback indicates 3rd transition day increased confidence on arrival at St Bernard's

Last Review update June 2019

Last Review update June 2019		AHT-RAP	Plan in place Easter 2019	HT5/6	Improve parent support	Planning has been completed. Congested calendar of activities for yr 6 parents is making it difficult to fit this in.
	Coffee morning for future Y7 DAP parents					
	Y7 outdoor education residential to Lakeside YMCA	AHT-RAP	AHT-RAP to ensure all DAP attend	Oct-18	Feedback from parents and students to determine future direction.	100% attendance for DAP pupils. Very positive experience for pupils to be involved in team building challenges.
To develop student voice and leadership opportunities.	Y10 Peer mentors to provide targeted support for individuals to build confidence and resilience to help students realise their full potential.	HOH	AHT-RAP to provide support and monitoring of the programme.	January 2019 launch	Peer mentors to demonstrate leadership and communication skills and the mentees to develop their self confidence and resilience.	19 Yr 10 boys have completed the Brightside Mentoring programme and are visiting Chill Factor as a reward. Four of the mentees are PP pupils and they will support PP pupils following their training.
To develop the link between school, higher education and careers.	Fully embed the Gatsby benchmarks in order to raise students' awareness of the opportunities open to them.	AHT-RAP	Key milestones in place to ensure that all 8 benchmarks are at least in the 'developing' stage by the end of the 2018/19 academic year, to be fully embedded in term 1 2019/2020.	Summer 2019	Increased provider engagement with our students, and a raise in awareness of the local employment market.	60 Year 9 students have participated in Young Enterprise Earn to Learn Programme. The aim of the programme is to raise student awareness of earning potentials and impact on quality of life. 13 PP students participated in this. All Year 11 PP students have recieved independent careers advice. A further 15 have benefited from additional interviews from CCOP funding. All PP students will recieve a progress review to ensure applications are progressing. Mock interviews have taken place with 23/28 PP studnets

Future Developments

Research into the progress made by disadvantaged pupils indicates that where pupils make improvements the following factors have been developed:

Relationships between families and school are strong and positive and this supports improved relationships between staff and pupils. Disadvantaged pupils have access to good quality teaching. Staff development supports teachers in meeting the needs of disadvantaged pupils.

A culture of supporting pupils in the classroom is developed rather than an 'initiative' culture which removes pupils from classrooms too often.

Improving teacher knowledge of individual barriers to learning to support lesson planning and increase the opportunities for pupils to be successful in the classroom.

Attendance is improved to enable disadvantaged pupils to gain from the above developments more often.

Supporting the involvement of disadvantaged pupils in clubs, visits and activities outside of lesson time.