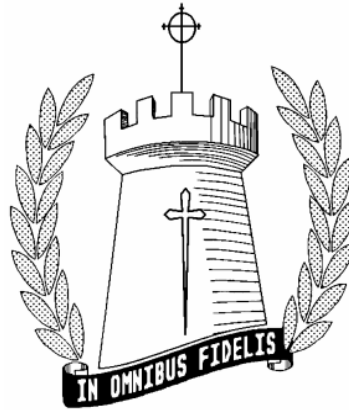


St Damian's RC Science College



**PUPIL PREMIUM**  
**STRATEGY STATEMENT**  
**2017-2018**

**REVIEW DATES:**

**HT1 - Oct 2017**

**HT2 - Dec 2017**

**HT3 - Feb 2018**

**HT4 - Apr 2018**

**HT5 - May 2018**

**HT6 - July 2018**

# Pupil Premium Plan

2017-2018

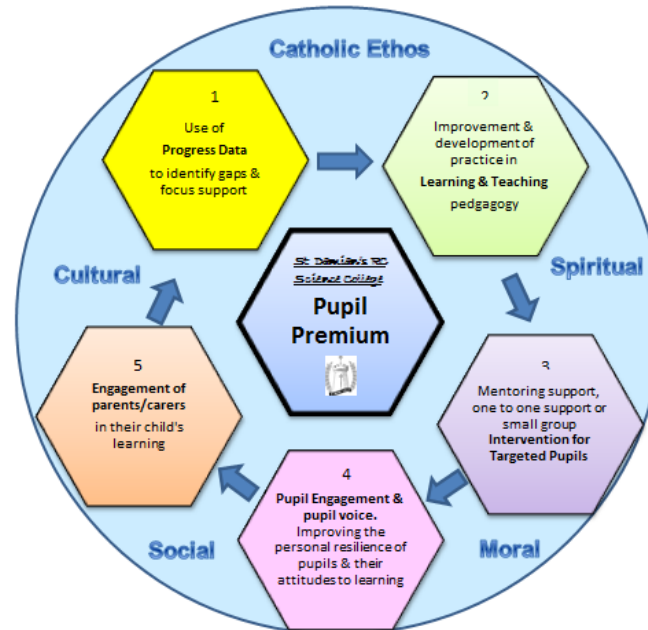
## Overview

- ❖ Pupil Premium pupils form 28% of the St. Damian's R.C. College population
- ❖ Year 7 (51), Year 8 (40), Year 9 (30), Year 10 (44) and Year 11 (48). Total 213 students [26%]
- ❖ The College has been allocated £195,415. for the academic year 2017/18 from Tameside LA
- ❖ LAC funding of £14,100- 9 pupils
- ❖ Funding for Service Children £600
- ❖ Strategies are based on the Teaching & Learning Toolkit published by the Education Endowment Fund
- ❖ Expenditure is outlined in all five sections of the plan. Certain strategies are given individual costings

## Impact Report

The Pupil Premium Impact Report focuses on 5 key actions as highlighted in 'St. Damian's Pupil Premium Strategy' diagram.

The five units of the Pupil Premium Impact Report are colour-coded accordingly.



Template below taken from: National College for Teaching & Leadership / Teaching Schools Council

1. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor literacy skills)		
<b>A.</b>	<p>Key Focus on progress of 'groups' of underachieving PP learners</p> <p>Y7</p> <ul style="list-style-type: none"> <li>• KS2&gt;3 Transition</li> <li>• 14/51 pupils in Y7 with Below Expected Progress in KS2 English [9B, 5G, 3SEN] [27%]</li> <li>• 15/51 pupils in Y7 with Below Expected Progress in KS2 Maths [6B, 9G, 5SEN] [29%]</li> </ul> <p>Y8</p> <ul style="list-style-type: none"> <li>• Progress of Middle Ability [12 targeted pupils 3+ subjects under target, 6B &amp; 6G, 1HA, 7MA, 1LA, 5SEN]</li> </ul> <p>Y9</p> <ul style="list-style-type: none"> <li>• Progress of Middle Ability Boys [14 targeted pupils 3+ subjects under target, 11B, 3G, 3HA, 10MA, 1LA, 4SEN]</li> </ul> <p>Y10</p> <ul style="list-style-type: none"> <li>• Progress of High &amp; Middle Ability [16 targeted pupils, 9B, 7G, 5HA, 11MA, 5SEN]</li> </ul> <p>Y11</p> <ul style="list-style-type: none"> <li>• Progress &amp; Attainment of High Ability Pupil Premium to increase performance at A/A* [ 9 targeted pupils, 7G, 2B]</li> <li>• Progress of Middle Ability [13 targeted pupils, 7G, 5B]</li> <li>• Progress of 4SEN PP</li> </ul>	
<b>B.</b>	Some PP learners do not maximise response to high quality teaching, learning & feedback	
<b>C.</b>	PP learners with lower levels of Literacy, Numeracy, homework and organisational skills	
<b>D.</b>	PP learners with social & emotional issues & low aspirations that are having a detrimental effect on learning	
External barriers (issues which also require action outside school, such as low attendance rates)		
<b>E.</b>	PP learners requiring attendance and welfare support	
2. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
<b>A.</b>	Increase Progress and Attainment of PP pupils in all Year Groups	<ul style="list-style-type: none"> <li>• Y7 PP pupils entering 'Below', make at least 'Expected progress' in English &amp; Maths</li> <li>• Y8 PP MA &amp; 5SEN make improved levels of progress across the curriculum</li> <li>• Y9 PP MA Boys make improved levels of progress across the curriculum</li> <li>• Y10 PP MA &amp; HA make improved levels of progress across the curriculum</li> <li>• Y11 PP HA achieve A/A* across subjects at GCSE</li> <li>• Y11 PP MA increase progression levels across the curriculum</li> </ul>
	High Quality Learning & Teaching & Feedback to Ensure Access for All Learners	<ul style="list-style-type: none"> <li>• Improvements in quality of PP learners work as evidenced by MPP</li> </ul>
	Mentoring, Intervention & Targeted Learning	<ul style="list-style-type: none"> <li>• Improved skills in Literacy &amp; Numeracy as evidenced by the HT Intervention Report</li> </ul>
	Pupil Engagement & Pupil Voice	<ul style="list-style-type: none"> <li>• PP Learners with social &amp; emotional issues engage successfully with school as evidenced by HOY RAPs, Case Studies &amp; Ambrose Records</li> </ul>
	Engagement of Parents/Carers in Child's Learning	<ul style="list-style-type: none"> <li>• High Levels of PP attendance in each Year Group 95%+</li> </ul>

3. Planned expenditure					
Academic year		£199,815			
i. Increase Progress and Attainment of PP pupils in all Year Groups					
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?
High levels of progress in Literacy in Y7-9	Lexia Fresh Start Phonics Accelerated Reader Y9 PP Reading groups	EEF Evidence: <ul style="list-style-type: none"> <li>Mastery Learning</li> <li>Peer Tutoring</li> <li>Reading comprehension Strategies</li> </ul> Rationale: <ul style="list-style-type: none"> <li>14 pupils in Y7 'Below Expected' at KS2</li> <li>Strong foundations at KS3 to improve SPAG outcomes at KS4</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of intervention sessions</li> <li>Half termly reports from Staff Lead</li> <li>Progress Check Data in English</li> </ul>	MYS CWD CWD/STE STE	HT1 - Oct 2017 HT2 - Dec 2017 HT3 - Feb 2018 HT4 -Apr 2018 HT5 - May 2018 HT6 - July 2018
High Levels of progress in Numeracy in Y7-9	Numeracy Ninjas Mathswatch Teacher led Numeracy Intervention	EEF Evidence <ul style="list-style-type: none"> <li>Mastery Learning</li> <li>Peer Tutoring</li> </ul> Rationale: <ul style="list-style-type: none"> <li>15 pupils in Y7 'Below Expected' at KS2</li> <li>Strong foundations at KS3 to improve outcomes at KS4 e.g. EBacc subjects [Maths, Science, Geography]</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of intervention sessions</li> <li>Half termly reports from Staff Lead</li> <li>Progress Check Data in Maths</li> </ul>	NTE	HT1 - Oct 2017 HT2 - Dec 2017 HT3 - Feb 2018 HT4 -Apr 2018 HT5 - May 2018 HT6 - July 2018
Improved rates of progress across KS3 for PP learners [including High Ability]	Tracking of PP SISRA Reports Subject Intervention HOY Intervention & PP RAPS, Staff Briefings	Rationale: <ul style="list-style-type: none"> <li>Specific focus on progress &amp; attainment of PP</li> <li>Effective academic and pastoral support of PP pupils</li> <li>Effective communication of barriers &amp; strategies to overcome them</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of PP progress &amp; attainment data by DHT</li> <li>Monitoring of impact of subject intervention – Progress Checks</li> <li>Monitoring of impact of HOY intervention – RAPS</li> <li>Lesson observations / MPP</li> </ul>	MHW	HT1 - Oct 2017 HT2 - Dec 2017 HT3 - Feb 2018 HT4 -Apr 2018 HT5 - May 2018 HT6 - July 2018
Improved rates of progress across KS4 for PP learners [including High Ability]	Progress 8 & Attainment 8 Reports for Y10 & Y11 Subject Intervention HOY Intervention & PP RAPS, Staff Briefings	Rationale: <ul style="list-style-type: none"> <li>Pupils make at least expected / exceed Expected Progress</li> <li>Effective academic and pastoral support of PP pupils</li> <li>Effective communication of barriers &amp; strategies to overcome them</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of PP progress &amp; attainment data by DHT</li> <li>Monitoring of impact of subject intervention – Progress Checks</li> <li>Monitoring of impact of HOY RAPS</li> <li>Lesson observations/MPP</li> </ul>	MHW	HT1 - Oct 2017 HT2 - Dec 2017 HT3 - Feb 2018 HT4 -Apr 2018 HT5 - May 2018 HT6 - July 2018
<b>• Total budgeted cost</b>					<b>£60,415</b>

## ii. High Quality Learning & Teaching & Feedback to Ensure Access for All Learners

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?
High levels of challenge increases levels of HA PP pupil progress	Promotion of Independent Learning	EFF Evidence <ul style="list-style-type: none"> <li>Collaborative Learning</li> </ul> Rationale: <ul style="list-style-type: none"> <li>Pupil needs are identified and addressed through high quality teaching &amp; learning</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Observations</li> <li>Learning Walks</li> <li>MPP</li> <li>Pupil Voice</li> <li>DRW</li> </ul>	MJE	HT1 - Oct 2017 HT2 - Dec 2017 HT3 - Feb 2018 HT4 -Apr 2018 HT5 - May 2018 HT6 - July 2018
Effective AFL supports PP learners & increases levels of progression	Targeted questioning Marking for Literacy Constructive Feedback	EEF Evidence <ul style="list-style-type: none"> <li>Feedback</li> <li>Meta-cognition and self – regulation</li> <li>Oral Language Interventions</li> </ul> Rationale: <ul style="list-style-type: none"> <li>Pupils are given advice on how to improve and improve learning further</li> <li>Pupils encouraged to think more deeply and give extended answers attaining at higher level s in examinations</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Observations</li> <li>Learning Walks</li> <li>MPP</li> <li>Pupil Voice</li> <li>DRW</li> </ul>	MJE	HT1 - Oct 2017 HT2 - Dec 2017 HT3 - Feb 2018 HT4 -Apr 2018 HT5 - May 2018 HT6 - July 2018
PP pupils are well motivated and engage effectively in lessons	Positive pupil engagement	EEF Evidence <ul style="list-style-type: none"> <li>Behaviour interventions</li> </ul> Rationale: <ul style="list-style-type: none"> <li>Pupils encouraged to think more deeply and give extended answers attaining at higher level s in examinations</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Observations</li> <li>Learning Walks</li> <li>MPP</li> <li>Pupil Voice</li> <li>DRW</li> </ul>	MJE	HT1 - Oct 2017 HT2 - Dec 2017 HT3 - Feb 2018 HT4 -Apr 2018 HT5 - May 2018 HT6 - July 2018
<b>Total budgeted cost</b>				<b>£59,000</b>	

## iii. Mentoring, Intervention & Targeted Learning

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?
Pupils develop independent learning skills	Homework Club/Study Club	EEF Evidence: <ul style="list-style-type: none"> <li>After School Programmes</li> <li>Homework (Secondary)</li> </ul> Rationale: <ul style="list-style-type: none"> <li>Pupils take responsibility for extending own learning</li> </ul>	<ul style="list-style-type: none"> <li>Tracking of attendance at HWK club</li> <li>Pupil Voice</li> <li>MPP</li> <li>ASPIRE points</li> </ul>	HOY 7-11	HT1 - Oct 2017 HT2 - Dec 2017 HT3 - Feb 2018 HT4 -Apr 2018 HT5 - May 2018 HT6 - July 2018

Effective revision for linear examinations	Targeted intervention classes	EEF Evidence: <ul style="list-style-type: none"> <li>After School Programmes</li> </ul> Rationale <ul style="list-style-type: none"> <li>Structured opportunities outside lessons to increase levels of progress and attainment</li> </ul>	<ul style="list-style-type: none"> <li>HOY &amp; Subject monitoring of attendance at targeted intervention</li> <li>Tracking of pupil progress via teacher voice</li> </ul>	HOY 11	HT1 - Oct 2017 HT2 - Dec 2017 HT3 - Feb 2018 HT4 -Apr 2018 HT5 - May 2018 HT6 - July 2018
Lower Ability Pupils increase levels of Literacy & as a result have improved curriculum access to all Subject Areas	Literacy Curriculum for Lower Ability	EEF Evidence: <ul style="list-style-type: none"> <li>Reducing Class size</li> </ul> Rationale <ul style="list-style-type: none"> <li>Literacy needs are addressed in smaller pupil groupings</li> <li>Literacy skills transferable to other curriculum areas</li> </ul>	<ul style="list-style-type: none"> <li>Lexia reports</li> <li>Learning Walks</li> <li>Teacher voice</li> <li>Pupil work</li> </ul>	CWR	HT1 - Oct 2017 HT2 - Dec 2017 HT3 - Feb 2018 HT4 -Apr 2018 HT5 - May 2018 HT6 - July 2018

**Total budgeted cost**    **£38,000**

#### **iv. Pupil Engagement & Pupil Voice**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Ambrose packages support pupils to engage positively in Learning	Personalised Ambrose packages to address individual pupil needs	EEF Evidence <ul style="list-style-type: none"> <li>Behaviour Interventions</li> </ul> Rationale: <ul style="list-style-type: none"> <li>Pupils presenting with personal barriers need support and intervention to deal with family / personal issues and adapt behaviours affecting learning in the classroom e.g. anger issues, lack of focus, social issues</li> <li>Improved attitude to learning</li> <li>Improved social interaction and peer relationships</li> </ul>	<ul style="list-style-type: none"> <li>Daily monitoring of Ambrose by AHT i/c Inclusion</li> <li>Inclusion folder /Staff Shared Area</li> <li>Pupil Voice</li> <li>Feedback from Subject teachers / FT/ HOY</li> </ul>	FBY	HT1 - Oct 2017 HT2 - Dec 2017 HT3 - Feb 2018 HT4 -Apr 2018 HT5 - May 2018 HT6 - July 2018
Pupils are well prepared for the next stages of education, training & employment	One to one Careers interviews with Positive Steps CEIAG Curriculum ASPIRE Days Options Advice Post 16 Transition	EEF Evidence <ul style="list-style-type: none"> <li>Aspiration Interventions</li> </ul> Rationale: <ul style="list-style-type: none"> <li>Pupils need to be given the confidence to pursue high aspirations</li> <li>Pupils know pathways available to them</li> <li>Increased self-esteem, motivation and engagement</li> </ul>	<ul style="list-style-type: none"> <li>DHT meetings with Positive Steps</li> <li>Pupil voice feedback</li> </ul>	MHW	HT1 - Oct 2017 HT2 - Dec 2017 HT3 - Feb 2018 HT4 -Apr 2018 HT5 - May 2018 HT6 - July 2018

Pupils benefit from social & emotional support and are engaged effectively in learning	School Counsellor Health Mentor Youth in Mind Youthink Early Help	EEF Evidence <ul style="list-style-type: none"> <li>Social &amp; Emotional Learning</li> </ul> Rationale: <ul style="list-style-type: none"> <li>Outside expertise from external agencies as well as the work of the Student Support Officer is needed to tackle the ever increasing demand from social, emotional &amp; mental health issues</li> </ul>	<ul style="list-style-type: none"> <li>Daily monitoring of Ambrose by AHT i/c Inclusion</li> <li>Inclusion folder /Staff Shared Area</li> <li>Pupil Voice</li> <li>Feedback from Subject teachers / FT/ HOY</li> </ul>	MBS	HT1 - Oct 2017 HT2 - Dec 2017 HT3 - Feb 2018 HT4 -Apr 2018 HT5 - May 2018 HT6 - July 2018

**Total budgeted cost**    **£14,000**

**v. Engagement of Parents/Carers in Child's Learning**

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?
High Levels of attendance in school	Attendance tracking Services of Attendance Officer Parental contact Rewards	EEF Evidence: <ul style="list-style-type: none"> <li>Parental Involvement</li> </ul> Rationale: <ul style="list-style-type: none"> <li>High levels of attendance maximises pupils' chances of high levels of progress and attainment</li> </ul>	<ul style="list-style-type: none"> <li>Weekly monitoring of attendance by AHT i/c Inclusion</li> <li>Registers</li> <li>Records of attendance intervention</li> <li>Attendance update in HT PP Report</li> </ul>	JGH	HT1 - Oct 2017 HT2 - Dec 2017 HT3 - Feb 2018 HT4 -Apr 2018 HT5 - May 2018 HT6 - July 2018
Reduction in Fixed term exclusions	Ambrose support	EEF Evidence: <ul style="list-style-type: none"> <li>Parental Involvement</li> </ul> Rationale: <ul style="list-style-type: none"> <li>Pupils adapt behaviours with support</li> <li>Increase in school attendance</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of Exclusion Records</li> <li>Monitoring of Seclusion Records</li> <li>Monitoring of Ambrose</li> </ul>	MBS	HT1 - Oct 2017 HT2 - Dec 2017 HT3 - Feb 2018 HT4 -Apr 2018 HT5 - May 2018 HT6 - July 2018
Involvement of parents to identify and reduce barriers to learning	Parental Interviews Y6>7 Transition Information Evenings Parents' Evenings Twitter / Text messages	EEF Evidence: <ul style="list-style-type: none"> <li>Parental Involvement</li> </ul> Rationale: <ul style="list-style-type: none"> <li>College supports the child and the parent in partnership</li> </ul>	<ul style="list-style-type: none"> <li>SLT line management of HOY</li> <li>HOY PP RAPS</li> <li>HOY Records</li> <li>Progress Checks</li> </ul>	HOY	HT1 - Oct 2017 HT2 - Dec 2017 HT3 - Feb 2018 HT4 -Apr 2018 HT5 - May 2018 HT6 - July 2018
Resources made available to pupils who need them to support pupils' progress and engagement.	Revision Resources Subject Subscriptions e.g. mathswatch Additional lessons	EEF Evidence: <ul style="list-style-type: none"> <li>Parental Involvement</li> </ul> Rationale: <ul style="list-style-type: none"> <li>Equality of access to resources</li> <li>Pupils are well supported in learning</li> </ul>	<ul style="list-style-type: none"> <li>Finance records on PP spending</li> </ul>	AON	HT1 - Oct 2017 HT2 - Dec 2017 HT3 - Feb 2018 HT4 -Apr 2018 HT5 - May 2018 HT6 - July 2018

**Total budgeted cost**    **£24,000**

