

## Pupil premium strategy statement

### Three Year Plan 2019-22

The Pupil Premium was introduced in April 2011 to provide schools with additional funding in order to support children from lower income families, with the aim of raising the level of attainment of disadvantaged students.

In 2012-13 the criteria for eligibility was extended to pupils who have been eligible for free school meals at any point in the last six years and a premium was also introduced for children whose parents are currently serving in the armed forces. A premium has also been introduced for looked-after children and eligible pupils who have been adopted from care or leaving care under a special guardianship or residence order. The premium for such students is £1,900 and is administered by Walsall LEA and the Virtual Headteacher.

In recent years St Francis has had approximately 150 students eligible for Pupil Premium in any academic year. This number is increasing year on year. The school receives £935 for most student. The school has been allocated an average of £150,000 in recent years.

St Francis of Assisi CTC is committed to "narrowing the gap" in terms of progress and attainment between disadvantaged students and the rest of the school population.

1. Summary information					
<b>School</b>	St Francis of Assisi RC Technology College				
<b>Academic Years</b>	2019-22	<b>Total PP budget for Start Year</b>		<b>Date of most recent PP Review</b>	April 2020
<b>Total number of pupils</b>	1052	<b>Number of pupils eligible for PP</b>	150	<b>Date for next internal review of this strategy</b>	Sept 2021

Our last full Ofsted report in May 2013 states that "The school makes good use of the pupil premium to provide extra support to help eligible students. They attain in line with similar students across the country in English, and significantly better than similar students in mathematics. Current school records show that pupil premium students are making good progress, in line with other groups, and in-school gaps are narrowing".

Further to this, in November 2015 *Entrust*, an independent educational consultancy completed an audit on the Pupil Premium profile of the school and the interventions we offer to students eligible for Pupil Premium funding. In the final report the school received from the audit the impact of our Learning Progression coach and tracking of Pupil Premium data was praised. Furthermore, the level and variety of CPD teaching staff at the school are offered was recognised as an effective way to raise the learning experience for our Pupil Premium students.

The short Ofsted inspection in 2017 noted:

The recent appointment of a pupil premium learning progression coach is already demonstrating a positive impact on the progress made by targeted pupils.

1. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Literacy skills of Year 7 on entry are lower for pupils eligible for PP than for other pupils, which may prevent them from making good progress.
<b>B.</b>	Mathematics skills of Year 7 on entry are lower for pupils eligible for PP than for other pupils, which may prevent them from making good progress.
<b>C.</b>	Those with lower prior attainment who are eligible for PP are making less progress than other high attaining pupils (Ofsted 2016).
<b>D.</b>	Where teaching is weaker pupil premium students make less progress than other students
<b>E.</b>	Boys make less progress than girls
<b>F.</b>	PP students have been more likely to experience managed moves/exclusions than non-PPr
<b>External barriers</b>	
<b>A.</b>	A minority of pupil premium students have poor attendance rates, although the majority are in line with the rest of the school.
<b>B.</b>	A growing number of pupil premium students are also EAL

2. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved performance in literacy for Y7 students	Students make rapid and sustained progress in terms of reading and spelling ages. Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that by the end of the year 75% of pupil premium students are at age appropriate reading and spelling ages. This will be evidenced using accelerated reader assessments, spelling and reading age assessments and Toe-by-Toe assessments.
<b>B.</b>	Improved performance in Mathematics and numeracy for Y7 students	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets and other pupils still make at least the expected progress. This will be evidenced in Maths assessments.
<b>C.</b>	Improved performance in those students who are low prior attainment and PPr	Pupils eligible for PP identified as low attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as low attaining, across Key Stage 3 and KS4, so that 85% or above are on

		track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place action Plans monitored by Subject Teachers, Heads of departments (HOD) and senior team.
<b>D.</b>	Improvement in the consistency of teaching such that pupil premium students show good progress in all lessons.	Progress8 scores in 4 areas (Maths, English, EBacc, Open) to show a reduction from the current gap of 0.5 and a movement towards parity (taking into account an anticipated overall increase).
<b>E.</b>	Improvement in the number of pupil premium students with very low attendance rates	Significant improvement to those PPr students with low attendance who are targeted. The majority of students identified to at least meet 90% attendance during the period of support.
<b>F.</b>	Narrowing of the gap between levels of progress between boys and girls	The gender gap between PPr boys and girls will show closure.
<b>G.</b>	PP students have been more likely to experience managed moves	Managed moves for PPr students will be at a similar level to those for other students

<b>3. Planned expenditure</b>					
<b>Academic years</b>		<b>2019-22</b>			
		<b>Expected Income c.£150,000 pa</b>			
<b>i – Quality Teaching for All</b>					
<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>
PPr students receive quality first teaching	CPD provision to improve quality of provision e.g. British Council project. Individual support for staff who fall below expected standards.	Research suggests that PPr students benefit more than other students from high quality teaching.	Continued monitoring of quality of teaching through lesson observations and drop ins.	Headteacher SLT	Sept 2021
PPr students have access to high quality feedback	Students receive focused feedback which highlights areas for progression	FFT Toolkit identified feedback as the most cost-effective way of improving student performance.	Continued monitoring of quality of feedback through departmental and SLT work scrutinies.	Assistant Headteacher	Sept 2021
Improved access to the curriculum for EFL students	Review of school strategies in the light of best practice	Although PPr are not over-represented in the EFL group, where they are they may be doubly disadvantaged		Assistant Headteacher	Sept 2021
PPr students to have access to resources out of lessons	Provision of easily accessed online resources to support in-class learning	PPr may lack paper resources at home. Platforms such as Firefly, GCSEPod and Mathswatch allow access to high quality resources which are guaranteed to meet their needs.	Monitoring of access made by PPr students	Data Manager	Sept 2021
<b>Targeted support</b>					
<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>

All PPr students to attain target levels/grades in English/Maths.	All students will have access to individualised support in core subjects	Individualised support has proved effective in improving attitude and progress in PPR students. This can be seen in the net behaviour points scores and GCSE outcomes for PPR students.	Records from Progress Coach will show the impact of intervention.	HoDs of Core subjects	Sept 2021
All students to have equality of access to learning. No student to be disadvantaged by lack of equipment.	Provision of basic equipment for PPr students as and when there is a need. Provision of revision materials in Y10 and Y11.	Not having equipment slows learning and may generate conflict with staff at the start of a lesson.	Monitoring of red card detention shows that PPr students are not over-represented.	Assistant Headteacher Progress Coach	Sept 2021
Monitoring of PPr students' performance and strategic planning around interventions	Weekly meetings between SLT link, designated PPr lead and Progress Coach.	Extended hours of the Progress Coach to allow full concentration on pupil premium students. Weekly meetings allow for rapid interventions when necessary. Range of staff involved allows for communication across the school community.	External audit	Assistant Headteacher HALs	Sept 2021
Students in the catch-up reach at least expected progress in progress checks	Catch-up students are taught in a smaller group. Humanities subjects are delivered by an English specialist so that there is a focus on literacy in these lessons.  Accelerated reader	Humanities lessons give extra time for practising literacy. Last year the strategy was successful and all students integrated into the F3 and C3 groups. They have been able to integrate well into the classes and progress has been good.  Accelerated Reader was shown to have a positive impact in an independent evaluation.	Work scrutinies. Lesson observations Records of accelerated reader progress	SEN Coordinator AR Coordinator	Sept 2021
Continued high levels of progress in external examinations	All students have regular meetings with Progress Coach. Frequency will depend on need.	Progress Coach role has developed effectively in the last two years. Academic support is offered. Links with families have been established. Progress coach will have increased time to further develop an already successful programme.	External audit	Progress Coach	Sept 2021
Teaching staff and support staff offer focused intervention.	Specialist staff offer particular interventions based on needs e.g. handwriting, typing	Concentration on key skills will improve the quality and quantity of work produced in all subjects.	Records of those who are involved in such interventions (to include evidence of improvements)	SEN Coordinator	Sept 2021

PPr students have access to all appropriate academic visits	PPr students to have costs of curriculum visits covered automatically.	PPr students may miss opportunities available to others because of a lack of funds. Covering costs ensures all students have access to curriculum visits regardless of income.	Records to be kept of students attendance at such events/visits	Business Manager	Sept 2021 (N.B. COVID has led to a delay in this already)
Fewer managed moves for PPr students	Increased intervention e.g. anger management programmes for students who are at risk of exclusion				
<b>i. Other approaches</b>					
<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>
Improved attitudes to work in lessons	Use of behaviour/attainment points data to identify PPR students who are not showing the expected approach to learning.	New reward system aims to encourage students to show positive approaches to study. They give a lesson by lesson record of the students' approach to work. A better approach shows greater engagement and concentration which is likely to result in improved outcomes.	Weekly analysis gives an idea of PPr students' performance compared to peers. Individual net points records used by Progress Coach. These strategies will allow the early identification of any change in approach, and swift intervention by Progress coach, HAL, SLT will follow. Resilience programme run by the Progress Coach to help students deal with set backs.	SLT, Progress Coach	Sept 2021
Improved attendance in the group of pupil premium students with less than 90% attendance	Greater liaison with staff concerned with attendance in the school and with outside agencies. First day absence phone calls.	Students who do not attend school are unlikely to make as much progress as those that do.	Weekly checks of pupil premium students' attendance. Analysis to see changes over time.	AHT, Attendance Officer	Sept 2021
Improved support for students experiencing mental and emotional problems	Individual agencies specialising in meeting needs e.g. social and mental health issues may be used. Alternative educational provision may be used when necessary.	Agencies have expertise in helping students with particular needs that are unlikely to exist in school. Occasionally a bespoke programme of alternative provision may be helpful to maintain motivation and meet individual needs.	Liaison with outside agencies to ensure that school is aware of what is happening elsewhere and that any important information is passed to relevant staff.	SLT, HALs, Progress Coach	Sept 2021

Some PPr students will have access to music instrument lessons	Students studying Music GCSE in Y10 and 11 and some lower school pupils offered free instrumental lessons	PPr students often lack access to extra-curricular activities due to lack of funds. Success in areas such as this often boosts confidence and self-esteem.	Head of Music to keep records of attendance.	Head of Music	Sept 2021