

# Pupil Premium Action Plan and Review 2018-19

Saint Gregory's Bath



*Saint* GREGORY'S  
*Bath*

1/10/2018

## Pupil Premium

### Principle: “In Christ We Flourish”

At Saint Gregory’s we believe that all students should be given equal opportunity to achieve irrespective of their family and social circumstances. This action plan outlines how decisions will be made on the allocation of the Pupil Premium funding and how we intend to support our Pupil Premium students and families. It also reviews the previous academic year and the effectiveness of spending.

More details on our Pupil Premium Policy and objectives can be found on our website.

### Overview of the school 2018-19

There are several variations of the Pupil Premium grant and we receive different amounts per year accordingly:

- £935 for those eligible for Free School Meals (Or anyone who has claimed over the past 6 years – Ever6)
- £2300 Post Looked After Children
- £1500 Looked After Children (this is ‘standard’ allocation from B&NES although funding levels may be increased depending on the support required for the student involved. This is determined by the B&NES Virtual School.
- £300 Children of armed service personnel

### Number of Pupil Premium students 2018-19 (as of 1.10.18):

Y7 = 30 Total (174 in year – 17.2% PP)

Y8 = 29 Total (158 in year - 18.4% PP)

Y9 = 44 Total (170 in year - 25.9% PP)

Y10 = 21 Total (163 in year - 12.9% PP)

Y11 = 28 Total (156 in year - 17.7% PP)

**Total Y7-11:** 152 Students (18.4% of KS3-4 cohort)

<b>Saint Gregory’s Bath - Pupil Premium Profile 2018-19</b>	
<b>Total number of Students in the school</b>	970 (825 in Key Stage 3-4)
<b>Number of PP-eligible students:</b>	152
<b>Amount received between April 2017-March 2018:</b>	Funding for FSM & Ever6 : £90,695 Funding for Looked after Children/Post-Adoption : £8,045 Funding for children of Armed Forces parents : £2,400
<b>Total pupil premium budget (financial year):</b>	<b>£101,140</b>

# Pupil Premium Strategy Statement 2018-19

1. Summary information					
School	Saint Gregory's Bath				
Academic Year	Y7-11	Total PP budget	£101,140	Date of most recent PP Review	1.9.18
Total number of students	825	Number of students eligible for PP	152	Date for next internal review	4.2.19

2. Current attainment				
Year 11 Grades (August 2018)	Students eligible for PP	Non-PP Students	Whole Cohort	National Avg.
% achieving EBacc	23.5	44.3	42.0	Tbc.
Progress 8 score average	Tbc.	Tbc.	Tbc.	Tbc.
Attainment 8 score average	43.4	58.6	57.2	Tbc.

3. Barriers to future attainment (for students eligible for PP)	
<b>In-school barriers</b>	
A.	Literacy skills
B.	Mental health, social and behavioural concerns
C.	Financial constraints for equipment and extra-curricular activities
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Low Attendance Rate for Vulnerable Learners

4. Desired outcomes		Success criteria
A.	Predicted grades in English to be met by the majority of PP students in KS3-5. Improved literacy skills support in English as well as performance in all GCSE subjects.	Student attainment and progress to be monitored by English department to ensure in line with predicted grades.
B.	Increase awareness of higher education and post-16/18 options.	All Key Stage 4 students to meet with careers advisor. Organise trip to Bath University via Wider Participation programme.

<b>C.</b>	Increased PP uptake on educational visits across the curriculum. Students to be given access to all resources needed for learning and feel supported by the school.	Report to be produced by Educational Visits Co-ordinator highlighting PP uptake in comparison with non-disadvantaged students. All KS4 students to be interviewed and given appropriate resources for revision.
<b>D.</b>	Increased focus on attendance – praise for improvement, consequences for consistent poor attendance.	Average PP attendance to be monitored by Assistant Head for Behaviour and Attendance (STU) and PP Champion (MLE). Improvement on last year's figures to be achieved. Average PP attendance to be above 90% (with outliers removed).

### 5. Planned expenditure

**Academic year**      **2018-19**

#### i. Quality of teaching for all

<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 learners will experience a quality teaching experience that will allow them to achieve to their potential.	Focus on Quality First Teaching throughout the year during learning walks.	Focusing specifically on PP students will help to ensure that their needs are being focused clearly upon as a priority. Personalised learning – a practical guide (DfE/DCSF , 2008).	Work scrutiny and observations to take place that focus specifically on PP students. Progress of PP seen as the responsibility of all. All faculty areas have a specific PP target in Narrowing the Gap Action Plans.	Assistant Leaders for Teaching and Learning (HHB, JCL), PP Champion (MLE)	Mid/year review (Feb 2019)
Increased staff awareness of PP students, barriers to progress and desire outcomes.	Staff Professional Development	Need for data driven focus - 'Supporting the attainment of disadvantaged pupils' - DfE Briefing for school leaders (Nov 2015).	Data and information regarding PP and strategies to be sent routinely by PP Champion throughout the year. PP Review to take place during academic year that specifically focuses on PP students and their learning.	PP Champion (MLE)	September 2019 and throughout year
<b>Total budgeted cost</b>					<b>£1,580</b>

<b>ii. 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>
Vulnerable PP student's emotional issues and wellbeing to be addressed to ensure access to school curriculum and general happiness in school.	Multi agency support e.g. Mental Health, counselling, anger management, etc.	Need to meet individuals' learning needs - 'Supporting the attainment of disadvantaged pupils' - DfE Briefing for school	Posters to be displayed in every tutor base highlighting where students can access additional support and who to speak to. Students raising concerns to be identified by HoY and sent to Family Support Officer.	SMC (Family Support Officer and Attendance Manager)	September 2019
To ensure all students have access to equipment needed to achieve potential.	Provision of Educational Equipment e.g. revision materials, laptop access, internet access, study guides, etc.	Need to meet individuals' learning needs - 'Supporting the attainment of disadvantaged pupils' - DfE Briefing for school	Teachers to identify needs of students within individual lessons. Application to access PP funds can be made by any member of staff via appendix 3 on PP policy (on website).	PP Champion (MLE) & Director of Studies (JTI)	September 2019
To promote and facilitate engagement in, and enjoyment of, learning music and drama inside school.	Music / drama tuition	A student engaging with music and drama lessons means they are able to enjoy experiences and develop talents that would otherwise have been unavailable to them.	School to track number of opportunities taken by PP students. This will enhance students' self-esteem which will have an additional impact on their wider school life and experiences.	Finance team and Head of Performing Arts (APS)	September 2019
Increased PP uptake on educational visits across the curriculum.	Support for curricular and extra-curricular trips /activities	To ensure students receive out of classroom opportunities to enrich their learning and promote engagement in the curriculum.	Number of opportunities accessed by PP students and general cohort to be monitored and reviewed by EVC on annual basis. To be published in Educational Visits Review 2018-19.	Educational Visits Co-ordinator (EVC).	September 2019

To ensure Most Able PP students are on track to achieve targets.	If not achieving targets intervention in place.	Need to ensure that more able PP students continued to be tracked and intervened with as is appropriate for their learning needs.	Data systems to highlight students not currently achieving targets and intervene as appropriate.	PP Champion (MLE) & Inspire Champion (GCU)	September 2019
Every Pupil Premium student to have a clear post-16 plan in place by the end of Year 11.	Pupil Post 16 progression and strong careers information, advice and guidance.	Need to ensure students have access to future opportunities in education and employment.	If successful this will help students to recognise the areas that they may need to develop for their future careers. The aim will be for 100% of all Year 11 students to progress on to employment, further education or training. Success if no NEETS.	Head of Applied Learning (MGA) & external careers advisor	May/June 2019
<b>Total budgeted cost</b>					<b>£50,670</b>

### iii. Other approaches

<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>
Average PP attendance to be above 90%. Improvement on last year's figures to be achieved	Attendance & Punctuality	Attendance is crucial barrier to learning and remains a key priority. Tutors will reinforce the importance of good attendance and rewards will be used where attendance improves.	Where attendance falls below expected levels, students will receive appropriate intervention to include parental contact and other formal procedures. PP Champion and Assistant Head of Behaviour & Attendance to monitor.	Assistant Head of Behaviour & Attendance (STU) & PP Champion (MLE)	Mid-Year Review
The development of Literacy and English skills is a whole school focus.	Literacy Focus across school.	Need to improve results and outcomes for all learners in English and other writing based subjects.	Predicted grades in English to be met by the majority of PP students in KS3-5. Improved literacy skills support in English as well as performance in all GCSE subjects.	Head of English (JDA)	September 2019

To support students where attendance, behaviour or wellbeing is a concern.	Pastoral Support	To ensure personalised approach to student's wellbeing and appropriate action is taken to respond to those needs.	Heads of Year/Director of Pastoral Care, Family Support Officer & Pupil Support Manager will have close relationship with PP students and monitor them throughout studies. Increased	Director of Pastoral Care (KMD)	September 2019
Personalised support for English and Maths.	Introduction of two additional teachers in English and Maths to create smaller groups at GCSE level.	Need to ensure all KS4 students leave secondary school with qualifications in these core subjects.	Results analysis to be conducted after Y11 Mock exams in November 2018 and August 2019 results day.	Head of English (JDA) and Head of Maths (JCL)	September 2019 – results Analysis
<b>Total budgeted cost</b>					<b>£86,320</b>

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Increased staff awareness of PP students, barriers to progress and desired outcomes.	Staff Professional Development	Awareness of PP and their needs has increased, as shown by external PP review in May 2017.	Data to be acted upon by Heads of Subject and used to inform interventions to support most vulnerable learners. Approach will be given higher priority this academic year.	£670
All learners will experience a quality teaching experience that will allow them to achieve to their potential.	Focus on Quality First Teaching throughout the year during learning walks.	Ensured seating plans identified vulnerable students. Learning walks displayed signs of differentiation and adaption of teaching for vulnerable students. Consistent approach to marking and feedback used through WWW/EBI – Comment.	Increased use of learning walks, book scrutiny and student interviews to ensure consistency of marking and teaching. Differentiation to be a big focus during 2018-19.	£1,270
ii. Targeted support				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
Increased PP uptake on educational visits across the curriculum.	Support for curricular and extra-curricular trips /activities	Pupil Premium students went on marginally less trips than the general cohort, however the gap has continued to close over the past few years.	Trip leaders to continue to pay special attention to uptake of vulnerable students. Contact to made home if support required – funded places will continue to be offered on educational trips.	£12,220
To promote and facilitate engagement in, and enjoyment of, learning music and drama inside school.	Music/ Drama Tuition	Although unmeasurable, this enhances students' self-esteem which will have an additional impact on their wider school life and experiences	This approach will continue to be offered through music department and external providers.	£740
To ensure all students have access to equipment needed to achieve potential.	Provision of Educational Equipment e.g. revision materials, laptop access, internet access,	All Year 11 students met by mentoring staff and given revision materials to ensure successful revision study. All Y11 students provided with textbooks and revision guides for appropriate subjects.	This approach will continue to operate during 2018-19, with a higher emphasis on ensuring students have access to the internet at home and Show My Homework. Packs of resources to be given to Y10/11.	£16,870
Vulnerable PP students' emotional issues and wellbeing to be addressed to ensure access to school curriculum.	Multi agency support e.g. Mental Health, counselling, anger management etc.	Vulnerable PP students emotional Issues and wellbeing addressed without support. This helps ensure access to school curriculum and wider life.	Greater emphasis to be placed on this during 2018-19, talks and PSHE organised to compliment individual focus.	£41,710

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
To support students where attendance, behaviour or wellbeing is a concern.	Pastoral Support	Improved wellbeing and support lead to higher achievement and engagement for PP students. Attendance for vulnerable students improving. Number of detentions and exclusions for PP students improving.	Earlier interventions more effective – identify most vulnerable in early data drops and organise interventions in lower school.	£29,360