

# Pupil premium strategy and Y7 catch up funding 2018-19

At Coloma Convent Girls' School, we work to ensure that all pupils have access to *quality-first* teaching in each and every lesson. We strive to enhance and accelerate their progress and achievements whilst ensuring that they encounter an overall enriched educational experience. The use of the pupil premium grant has helped reduce the gap between the PP and non-PP students in the last year resulting in a gap of progress 8 of less than 0.19. This is because we help pupils – whether inside or outside the classroom - to benefit from the essential intervention tools that equip them to fully experience and achieve in their time at Coloma.

Our aims are:

- to provide additional educational support/intervention to improve pupils' progress. Furthermore, to accelerate the rate of their ongoing progress so that they all make good or better progress.
- to remove barriers which could impede pupils' progress in order that the attainment gaps between PP students and non PP students are eliminated where they currently exist within Coloma. PP students at Coloma currently do better than PP students nationally.
- to ensure that all disadvantaged pupils are provided with the opportunities and support to achieve their absolute best.
- to ensure that funding is used strategically, based on the barriers to learning for PP pupils through ongoing analysis of data, ongoing formal and informal quality assurance of teaching and learning, as well as ongoing evaluation of pupils' progress based on these different sources of evidence.

1. Summary information						
<b>School</b>	Coloma Convent Girls' School					
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£119542		<b>Date of most recent PP Review</b>	09/18
		<b>Y7 Catch Up Funding</b>	£5000			
<b>Total number of pupils</b>	759	<b>Number of pupils eligible for PP</b>	107		<b>Date for next internal review of this strategy</b>	12/18

<b>2. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-School Barriers</b>	1. PP students on average enter Y7 at Coloma with an average CATs score 5 points lower than the non-PP students. They also have on average weaker KS2 reading and mathematics scores.
	2. More PP students experience social and emotional difficulties which can result in low aspirations and self-esteem.
	3. A small number of PP students have poorer concentration/focus than others resulting in more off task behaviour and detentions than non-PP students.
<b>External Barriers</b>	4. Some of the most able PP learners have a lack of support and resources outside of school to sustain accelerated progress.
	5a. Attendance on average for KS4 PP students is around 1% lower than non-PP students. However all year groups average attendance is above the national average.
	b. Persistent absence is higher among PP students compared to non-PP students.
	6. More PP students (14%) also have SEN needs compared to non-PP students (8.5%).
<b>3. Desired Outcomes (for pupils eligible for PP)</b>	
<b>In-School Barriers</b>	1. End of Y7 examinations/assessments show decreased difference in attainment scores between PP and non-PP students in English and Maths, closing any existing gaps identified at the end of KS2.
	2. PP students are known by the pastoral team and all learners feel safe and secure. They have high aspirations for themselves.
	3. Reduction in the difference in number of behaviour points awarded to PP students for off task behaviour compared to non-PP students.
<b>External Barriers</b>	4. All high prior attainers at KS4 on track with their flight path to make good progress in their GCSE subjects.
	5. No difference in attendance statistics between PP and non-PP students and whole school attendance above national average.
	6. More PP students (14%) also have SEN needs compared to non-PP students (8.5%).

4. Planned expenditure			
Academic year		2018-19	
<b>Curriculum Provision Intervention</b>		<b>Social Needs Intervention</b>	
Strategies may include:		Strategies may include:	
<ul style="list-style-type: none"> <li>• Appointment of SLT member to re-develop the PP policy.</li> <li>• Subsidised trips linked to curriculum needs in KS3 and KS4 for PP students who require financial assistance.</li> <li>• Revision guides purchased for PP students who require financial assistance.</li> <li>• As many girls at the school take private music lessons, these are subsidised where required for some girls.</li> <li>• Bespoke timetables created for KS4 students who need extra intervention to maximise success in facilitating subjects.</li> <li>• Y11 booster classes run during school holidays for targeted pupils.</li> <li>• Y11 booster classes run before/after school day for targeted pupils.</li> <li>• Drop in clinics and catch up clubs running.</li> <li>• Reduced class size for lowest ability learners to support accelerated catch up.</li> <li>• Extra timetabled study group for specific Y11 learners who need catch up.</li> </ul>		<ul style="list-style-type: none"> <li>• New admission pupils' uniform is purchased for those who require financial assistance.</li> <li>• Year 7 -11 pupils have access to any items of prescribed Coloma uniform to ensure compliance with uniform policy at all times, thus impacting positively on confidence levels, irrespective of socio-economic standing.</li> <li>• SENCO and pastoral manager employed to liaise with external agencies where students involved in multi-agency support.</li> <li>• Pastoral manager to mentor girls identified as needing support.</li> <li>• New reward system being developed to encourage better attendance.</li> <li>• Heads of Year trained in tracking attendance for PP students and meeting with persistent absentees and at risk students to put personalised support in place.</li> <li>• Social skills groups are run for Y7's where this is identified as needing development.</li> <li>• Homework club for those students who do not have access to ICT facilities at home.</li> </ul>	
<b>Planned Expenditure</b>		<b>Planned Expenditure</b>	
£29682		£26532	

### Teaching and Learning Interventions

Strategies may include:

- Staff training on how to access and analyse data relating to PP students.
- Staff training on T+L strategies to accelerate learning for PP students.
- Staff coaching program led by SLT to develop teaching and learning including ability to differentiate to support those with low reading or numeracy starting points.
- Students sit CATs test on entry to school to further identify those needing literacy and numeracy support to close the gap.
- Personalised feedback given to students in each subject on how to improve.
- Clear assessment schedule so students and teachers can monitor progress and intervene early where progress is not good or better.
- Any review process within the school considers PP within their review.
- One-to-one coaching for leaders (middle and senior) judging learning over time, from an external consultant.
- Extended Leadership Team (associate assistant head teacher) to support improvement of teaching and learning.
- Regular review of Y11 students to support them in sitting the tier that will support the most progress.
- Morning reading groups are run in Y7 for students with low reading CATs scores and those who are identified as G+T.
- Units of sound package home licence purchased and parents of the lowest prior attaining girls given a training session on how to support their daughter in using this package to accelerate her reading.
- Early morning maths sessions are provided for those with the lowest numeracy CATs scores on a 1:1 basis.

### Emotional and Behavioural Interventions

Strategies may include:

- Head of Year team in place to manage pastoral concerns supported by key stage co-ordinators.
- SLT member appointed to each year group to oversee interventions following each assessment point.
- SLT member appointed to oversee attendance and behaviour at a whole school level and with a focus on the PP subgroup.
- Clear reward and behaviour points system in place to support students in understanding expectations.
- Any student sitting a detention for organisational reasons will receive a 1:1 to give them support in improving these skills.
- Staff coaching program introduced to develop teaching and learning including managing behaviour to promote learning.

<b>Planned Expenditure</b>	£36192	<b>Planned Expenditure</b>	£32137
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The success of these interventions will be evaluated against the desired outcomes listed in section 3 and the first evaluation will take place as part of the review procedure listed in section 1.

## 5. Evaluation of PP Spending 2017/18

	National 2017-18	Coloma PP 2017-18	Coloma 2017-18	National 2016-17	Coloma PP 2016-17	Coloma 2016-17
<b>% of students getting 5 Grade 9 to 4 or A*-C inc. En + Ma 4+</b>	TBC	79	91	64	71	87
<b>P8</b>	0	+0.71	+0.90	0	+0.47	+0.61
<b>A8</b>	44.3	60.04	62.55	44.6	55.54	60.62

In 2017/18 Coloma received £116,425 of pupil premium grant. From the data above, it can be seen that the Pupil Premium funding is being spent effectively. The gap has narrowed from 16% to 12% when looking at the number of students getting 5 passes including English and Mathematics. The gap in attainment 8 score has nearly halved from 5.08 to 2.51. The % increase from 2017/18 to 2018/19 in P8 for all students is 47.5% with the % increase for PP students being 51% showing acceleration in closing the progress gap as well as the attainment gap. The PP eligible students do significantly better than PP students nationally across all measures. All measures show improvement for PP students compared to the previous academic year.

In the past year a new assessment policy has been introduced across the school that helps staff better identify where PP students are underperforming and training has been delivered to help teachers identify how they can support their PP students as individuals.

PP students benefited from a range of interventions in Y11 including holiday revision classes, after school intervention classes as well as access to drop in clinics across all their subjects. These enabled them to access small group/1:1 help to support them in their academic progress.

PP students have also all had priority access to a dedicated team of staff; including a pastoral manager, a head of year and a key stage coordinator to support them with any social or emotional issues they may have been experiencing.