

Pupil premium strategy / self- evaluation (secondary)

1. Summary information						
School	De La Salle School					
Academic Year	2018-19	Total PP budget		Date of most recent PP Review	03/19	
Total number of pupils	1172	Number of pupils eligible for PP	246	Date for next internal review of this strategy	09/19	

Year	Cohort			High Prior Attainment				Middle Prior Attainment				Low Prior Attainment				No KS2	
	All No	PP No	PP %	All No	All %	PP No	PP HPA %	All No	All %	PP No	PP MPA %	All No	All %	PP No	PP LPA %	All No	PP No
7	236	61	25.85	87	36.86	13	21.31	73	30.93	17	27.87	68	28.81	29	47.54	8	2
8	228	56	24.56	73	32.02	11	19.64	73	32.02	10	17.86	79	34.65	33	58.93	3	2
9	242	46	19.01	94	38.84	11	23.91	78	32.23	20	43.48	64	26.45	15	32.61	6	0
10	239	54	22.59	97	40.59	7	12.96	13	47.28	33	61.11	24	10.04	12	22.22	5	2
11	227	29	12.78	103	45.37	8	27.59	107	47.14	18	62.07	16	7.05	3	10.34	1	0

Years 7,8 & 9: Prior attainment banding from FFT; Years 10 & 11: Prior attainment banding from DfE

2. Current attainment						
	Pupils eligible for PP (DLS) 2017	Pupils not eligible for PP (DLS) 2017	Pupils not eligible for PP (nat ave) 2017	Pupils eligible for PP (DLS) 2018	Pupils not eligible for PP (DLS) 2018	Pupils not eligible for PP (nat ave) 2018
Progress 8 score average	-1.006	-0.391	0.11	-1.402	-0.826	0.13
Attainment 8 score average	34.91	45.71	49.8	31.24	42.83	50.1
Progress 8 in English	-1.066	-0.478	0.1	-1.118	-0.719	0.1
Progress 8 in maths	-0.918	-0.394	0.1	-1.372	-0.616	0.1
% Achieving grade 4 in both English and maths	45.7%	67.2%	71.2%	34.9%	60.8%	71.5%
% Achieving grade 5 in both English and maths	22.9%	38.5%	49.4%	7.0%	42.5%	50.1%

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Improve vocational offer of curriculum with clear pathways into post-16 study.	
B.	Improve vocabulary and general literacy skills of pupils	
C.	Targeted strategies to improve recall and retention of knowledge.	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance improves and fixed term exclusions must reduce.	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Progress 8 for PP to close gap on national -0.6 (Sep 19) and -0.3 (Sep 20)	-0.6 gap
B.	PP persistent absence to reduce from 23.5% to 21% (Jul 19) and 19% (Jul 20)	Reduce to 21%
C.	Personal Development and Welfare to be judged consistently good across the school by Jul 2019 and outstanding by Jul 2020.	Good rating
D.	Learning, teaching and assessment judged to be consistently good across the school by Jul 2019.	Good rating

5. Planned expenditure					
Academic year		2019-2020			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
In creased staffing in maths, science and English	Smaller class sizes in Years 7 and 8 increased progress.	Allows intervention groups and more teacher time for PP students.	Review setting in KS4 in maths and English	C. Marks and L. Gill, S. Bahan	Term 1 2019-2020 £75000

Excellence in Teaching Programme support	Consistent quality first teaching across school.	Ofsted, LA reviews, PP review all cite inconsistencies in some areas.	Learning Walks and work scrutiny.	C. Mulhall	PM setting in October and review in February 2020
Commissioned services such as PRU and alternative education/tuition	Better meet the needs of PP students who are not able to cope in a mainstream setting and therefore increase progress and participation.	Alternative educational offer in St. Helens is very limited and so we step in to provide top up tuition and resources.	Welfare checks and home visits. Ofsted report on alternative education.	P. Hale	Termly £40000
Total budgeted cost					£115,000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil Achievement Centre – resources, partial staffing and funding breakfast.	A safe haven for PP students to avoid fixed term exclusions and provide welfare top-ups such as breakfast, pens etc. PP learning assistant to be recruited to do targeted support for PP cohorts.	Some PP students reported skipping breakfast and not having equipment as barriers to their progress.	Meeting with pastoral support managers (PSMs) to check students are using it. FTE for PP students reduce.	P. Ross	Termly £15000
Increased pastoral staffing	More effective removal of barriers to learning for PP students.	Movement from house to year system and increasing number of PP students with complex needs.	Supervision meetings and PM (performance management).	P. Hale, A. De'Ath	Weekly meetings, mid-year reviews. £33000
Contribution to service level agreement of Education Welfare Service (EWS).	Improve PP attendance.	Pupil premium attendance has improved as has PP persistent absence.	Regular attendance briefings	P. Hale	Daily alerts on attendance.
Attendance Awards	Improve PP attendance.	Pupil premium attendance has improved as has PP persistent absence.	Certificates awarded: bronze, silver and gold.	P. Hale	Weekly. £1500

Homework Club for Years 7 and 8 – transport home.	Improve progress and ensure completion.	Uptake steady and will need re-launching next year.	Learning walks	P. Ross	Termly £1500
Laptops.	Allow access to Parentmail and Show My Homework/Mathswatch/GCSEPod etc.	PP students identify this as a barrier to learning.	Monitor usage by Agilysis	P. Ross	Termly £3000
Bus passes for PP students	To improve attendance and reduce lateness.	Need identified with PSM, parent and sometimes EWS	Monitor attendance	PSM	Half-termly £2000

Total budgeted cost £54,500

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Purchase of online safety CPD package and accreditation from National Online Safety.	Reduce safeguarding alerts of PP students for online issues.	PP students are disproportionately represented in safeguarding alerts. 43% of alerts with a cohort that is 20% of total student numbers.	NOS have their own QA to qualify for accreditation.	P. Ross	July 2020. - £1495
Support for educational visits, uniform and equipment for PP students.	Equality of opportunity for PP students.	Analysis shows that PP students are under-represented on visits and in some school teams/groups.	Applied for on a case-by-case basis and quality assured at bid stage.	P. Ross	Tracking of PP students at each data drop. £2000
Trial of GCSEPod in science Year 11.	Improve rates of progress	This is a pilot scheme to assess efficacy, if positive it is planned to roll it out further.	Team of science teachers (NQT and RQT) leading project.	P. Ross	Termly - £3200
'How to help your child in...' meetings for parents run by departments. Refreshments and resources.	Engage parents and enhance students' chances of better grades.	Parents have told us that they find it difficult to help their children with homework and revision.	Attendance at meetings and uptake –better incentives (prom passes) used.	Heads of Department	Half-termly - £2000

Provision of stationery to PP pupils in Y10 and Y11 to begin with – roll out if successful to all.	PP students lose fewer points for lack of equipment and begin work faster and are more engaged in lesson.	Lack of equipment in maths proved to be more widespread across the curriculum	Recorded on SIMS intervention, number of points lost.	A. Carrera	July 2020 - £400
Contingency					£1000
Total budgeted cost					£8200

6. Review of expenditure				
Previous Academic Year		2018-2019		
i. Attendance				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Attendance awards	Improved attendance	Criteria met.	Continue and enhance as very successful	£1000
Inclusion base staffing	Lower FTE, lower disengagement	FTE are lower, many more Y11 Students avoided early study leave and remained in school through exams.	Y11 felt supported on exit survey - continue	£7276
EWS – service level agreement	Improved attendance	See above	Need more home visits yet part of a successful attendance strategy - continue	£1560
ii. Progress				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
1:1 mentoring	Identify barriers to learning in class.	Students did not like it and time was missing from class.	Discontinued – student voice, Big Ask used instead.	0
SLT strategic management	Allow PP focus in SLT	Successful PP review	Not needed next year as roles are now clarified.	£12,661

Progress leader and pastoral support manager – proportional contribution to salary costs.	Reduce size of cohort for which they are responsible.	Attendance and engagement up.	Parents and students report gratitude for pastoral help form school – continue.	£42260
PP Learning Assistant	Targeted individual and group work with Years 10 and 11 to support through GCSEs.	All students who met with learning assistant regularly attended all GCSEs and preparation sessions were valued by students. Also picked up students on morning of exams in minibus.	Unfortunately, person has moved roles and so we will need to re-appoint.	£13418

iii. Teaching & Learning

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
1:1 tuition – including peripatetic	Increase uptake and engagement in school music activities. Support students on alternative education.	Solid core of PP students in choir and orchestra as well as participating in dramatic productions.	Sustained uptake by students evidences its value- cultural capital of PP students is enhanced. Aids in providing bespoke packages for students – continue.	£10,000
Y7 Reading Scheme	Catch up already takes place.	Improve literacy and vocabulary.	Loss of PP learning assistant early in year meant this was not launched – re-launch book scheme in September with more funding attached.	£600
Enhanced staffing in maths and English.	Upward trend in attainment at GCSE, narrowing of gaps to national non-pp students.	3-year trend analysis once results are in, August 2019	Additional catch up classes have been possible from withdrawing PP students from an option and giving more time to maths and English - continue	£75000

Proportional contribution to exam concessions screening and/or re-marks for PP students	Remove barriers to learning by allowing extra time and rest breaks in GCSE exams.	Numbers of pupils with concessions is rising steadily from 37 in 2019 to 55 in 2020.	Students tell us they appreciated this and provision of a smaller venue - continue	£2000
Students at Pupil Referral Unit and Alternative Education	Meeting the needs of PP students who cannot cope with mainstream educational settings.	Improved levels of attendance, engagement and therefore progress.	St. Helens' alternative education offer is very limited and once students are asked to leave it, the tuition service often needs enhancing by our own bought in services - continue	£33000

IV. Support and Welfare

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Supporting travel costs to school and educational visits, equipment and uniform costs.	Increase uptake and engagement in school activities. Giving students cultural opportunities as well as opportunities to work in teams etc and show leadership	Giving students cultural opportunities as well as opportunities to work in teams etc and show leadership	Sustained uptake by students evidences its value- cultural capital of PP students is enhanced.	£1000
Homework clubs and transport home for PP students	Improving completion rates for homework for PP students (and others).	Fewer de-merits for not handing homework in.	Stable numbers needs re-launching next year. System of running it is good – may enhance staffing next year.	£1000

Breakfast Club	Set up in Enrichment Centre jointly with ASD students.	Improved punctuality and performance in class.	Students did not like going to Enrichment Centre and felt uncomfortable interacting with some ASD students – discontinue in current form. Not value for money.	£9000
Purchase of laptops	Allow access at home to many virtual learning services used by school now.	Higher quality revision and homework.	Students report benefits and have shown staff large saved revision resources on the laptops – enhance from 3 (£500 each) to 6 next year to incorporate repair and renewal.	£1500
Parents' meetings	Improve parental engagement with school.	Better support children at home.	Even though phone calls were made, letters sent refreshments put on and parents promised. Only 5 sets of parents attended over three pilot year groups – next year departments to run with incentives to attend increased.	£500
Summer school	Aid transition for Y6 PP students	Better start in Y7, greater confidence in students.	We have held a transition week in school time and other funding sources have been located for this – discontinue.	£1000
Contingency	Unexpected requests	Used for maths equipment for PP students	Same contingency kept back as last year.	£1000

7. Additional detail