

# Newman Catholic School: Pupil premium strategy statement (secondary)

1. Summary information					
<b>School</b>	Newman Catholic School, Carlisle				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£166,375	<b>Date of most recent PP Review</b>	Ofsted Jan 2019
<b>Total number of pupils</b>	466	<b>Number of pupils eligible for PP</b>	160	<b>Date for next internal review of this strategy</b>	March 2020 tbc

2. Attainment				
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average) ; data from LASL area and cluster summary document	
	2017-18	2018-19	Cumbria Average (All) 2019-2020	National average (All)
<b>Progress 8 score average</b>	<b>-0.28 (CA -0.44)</b>	<b>-0.76</b>		
<b>Attainment 8 score average</b>	<b>39.06 (CA 36.8)</b>	<b>38.04</b>		
3. Barriers to future attainment (for pupils eligible for PP)				
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )				
<b>A.</b>	Literacy skills			
<b>B.</b>	Progress of high ability boys in particular across the school			
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )				
<b>C.</b>	Attendance			

## Newman Catholic School: Pupil premium strategy statement (secondary)

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	Literacy skills of the students will improve, leading to an improvement in reading ages across KS3.	Reading ages of the disadvantaged students will be monitored termly, leading to a change in intervention where appropriate.
<b>B.</b>	Disadvantaged higher boys' progress will improve.	Disadvantaged higher boys progress will move towards a positive P8 score (or SPI from sisra).
<b>C.</b>	The attendance of the disadvantaged students will improve throughout the year. Attendance shows a continued pattern of improvement over the past five years. Last year attendance for disadvantaged students was 92.4% with PA of 15.4% (31 students).	Aim to work towards National average of 95%, and a persistent absentee of 12.4% or less.

## Newman Catholic School: Pupil premium strategy statement (secondary)

5. Planned expenditure				
Academic year	2019-2020			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring and evaluation (1.who, 2.when, 3.how)	When will it be reviewed? What has changed as a result of review?
<b>Literacy skills will improve.</b>	<p>English department Withdrawal from lessons for additional literacy lessons. Rescue Reader programme. Nurture group. Rolling programme of students selected by class teachers within English lessons, strategies used with and progress of these discussed at department meetings. Year 10/11 students selected for 4 after school intensive sessions on English Language.</p>	<p>Rescue Reader has proven effective in the past two years. EEF evidence small group tuition +4 months.</p>	<ol style="list-style-type: none"> <li>1. HCD</li> <li>2. Monthly progress report.</li> <li>3. In calendared meetings with JMB/LEL/CLT – last Thursday of each month.</li> </ol>	<p>Three dates for Accelerated Reader to be set, reviews to take place once results have been analysed. Termly review.</p>
	<p>Ensure students in Rescue Reading are engaging fully with the programme through closer monitoring, sending letters home and sending termly reading reports of home to parents.</p> <p>Embed Form Time reading strategy of specially selected articles through initial pilot.</p> <p>Target PP Parents with mailshot encouraging reading at home.</p>	<p>Additional small groups of students to work on literacy with HLTA. EEF evidence small group tuition +4 months.</p>	<ol style="list-style-type: none"> <li>1. SFO</li> <li>2. Termly report on progress.</li> <li>3. In calendared meetings with LEL.</li> </ol>	<p>Termly report of improvement in reading ages, using the Accelerated Reader programme.</p>

## Newman Catholic School: Pupil premium strategy statement (secondary)

	Develop DEAR time strategy to encourage the inclusion of joint reading of subject specific material.			
<b>Disadvantaged higher boys' progress will improve.</b>	Additional sets in key areas.	Provide additional support for students. Smaller group with specialist teachers. EEF reducing class sizes +3 months.	<ol style="list-style-type: none"> <li>SMO (science)/HCD (English)</li> <li>Termly report on progress.</li> <li>In calendared meetings with LEL.</li> </ol>	Termly review following data entry.
	Form time interventions tbc	Form groups for underachievers to be set up, short revision tasks each morning.	1.	Details to be confirmed.
	<p>Maths interventions</p> <p>Close monitoring of progress during the year.</p> <p>Use of the monitoring pyramid.</p> <p>Daily monitoring by individual staff.</p> <p>Use of Mathswatch videos and questions to enable students to access missed topics.</p> <p>Regular Tues eve training and sharing of good practice with staff.</p>	EEF small group tuition +4 months.	<ol style="list-style-type: none"> <li>AEO</li> <li>Report following each data entry</li> <li>In SLT meetings or to LEL/JMB</li> </ol>	Termly report following data entry.
	<p>Raise aspirations</p> <p>Careers advice to be prioritised to HATs.</p> <p>All HATS to have the opportunity to visit Universities.</p>	Early research from the charity Educators and Employers with a moderately sized control group has found that raising aspirations through external	<ol style="list-style-type: none"> <li>SFO/MEB</li> <li>Record kept of the specific interventions on an individual basis</li> </ol>	

## Newman Catholic School: Pupil premium strategy statement (secondary)

		speakers, work and university based visits boosted students' engagement with revision which in turn is found to boost students' outcomes in GCSEs.	3. LEL to be given a copy termly of the events	
	Enrichment programme to be planned and trialled with Y7 and Y8.	Our HAT students struggle to meet their potential, aim to engage them lower down in school.	1. LEL 2. Planning to take place in the first term. 3. Student/staff voice	Monitor registers weekly and contact parents.
	Department SEF and SIP for underperforming subjects will detail their plans to improve the progress of disadvantaged students	"Good professional development is fundamental...excellent teaching is crucial" NET Guide to The Pupil Premium, Marc Rowland.	1. SL/JMB/LEL 2. Plans to be made and emailed to LEL/JMB 3. Reviewed in calendared LM meetings throughout the year.	Monitored in LM meetings.
	Revision guides funded for all Y11 students and bus tickets home following revision sessions.	Students will have access to all essential equipment required for revision.	1. SAJ/JMB 2. Revision guides to be given to departments following 2 <sup>nd</sup> Oct parents eve	Data reviewed after each data entry.
<b>The attendance of disadvantaged students will improve.</b>	Increased number of home visits. Weekly agenda item in SLT meetings. Calendared SAM days throughout the year. Prioritising HAT students for intervention	Improve attendance to NA of 94.6%.	1. ACM/CLA 2. Weekly reports to SLT 3. In SLT meetings, minuted weekly.	Half termly meeting with LEL.

## Newman Catholic School: Pupil premium strategy statement (secondary)

	Student support worker and school counsellor to support most vulnerable students to enable attendance and progress to improve.	Good attendance will lead to improved progress of those most vulnerable. SEL on EEF +4 months.	<ol style="list-style-type: none"> <li>1. JBO/ACM</li> <li>2. Termly</li> <li>3. Report sent to LEL to detail names</li> </ol>	Termly.
	Reduce the number of disadvantaged students in isolation. Ensure those students in isolation have good quality work. Look for alternatives to isolation for Y11 students – keep them in lessons.	Good attendance will lead to improved progress of those most vulnerable. SEL on EEF +4 months.	<ol style="list-style-type: none"> <li>1. ACM/SFO</li> <li>2. Termly</li> <li>3. Report to LEL to share in SLT.</li> </ol>	Termly report.
	Transition day for disadvantaged students	Reduces the anxiety of starting a new school, enables the school to be more prepared for the more challenging students.	<ol style="list-style-type: none"> <li>1. SFO/SJ</li> <li>2. Specific date in June</li> <li>3. Review of impact following day</li> </ol>	Day takes place in June. Highlights of key students to be shared with all staff in inset day.
	Hardship and educational visit assistance as required.	No student should miss out on basic equipment or school trips.	<ol style="list-style-type: none"> <li>1. LEL/Bursar</li> <li>2. Termly as needed</li> <li>3. LEL to record.</li> </ol>	Log to be kept LEL