

Newman Catholic School: Pupil premium strategy statement (secondary)

Review of the strategies until school lockdown in March 2020.

1. Planned expenditure		
Academic year	2019-2020	
Desired outcome	Chosen action / approach	Actual impact over the first two terms
Literacy skills will improve.	<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>Withdrawal from lessons for additional literacy support - 24 students, of which 13 PP, mean 4 months improvement overall and PP mean 6 months improvement (value added 2 months). Letters home: 5 students no further intervention required Rescue reader - 11 students targeted in year 7, mean 1 month's growth. In Year 8 the 28 targeted students made outstanding progress, some students' gained 2 years of progress over 4 months. The mean gain was 6 months .It would appear that students access the programme with a greater sense of urgency in Year 8. Nurture group - 11 students, of which 4 PP, mean gain 6 months. Discussed in English meetings - students selected found to be meeting expected level in end of Autumn Term data. Department used Autumn data to determine students to select for Spring term, advised to select those likely to respond and where a difference can be made. 13 students selected across the department. After school intervention - Focus changed to Year 11 after first group of Year 10 students completed the intervention</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>16 students successfully moved on to the extent that intervention no longer required. 14 students progressed but require further intervention. 3 students lacked engagement and therefore made very limited progress. Families were informed by letter of students' progress.</p>

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	Target PP Parents with mailshot encouraging reading at home.	The letters sent outlined the importance of regular reading habits and in particular the benefits of reading with an adult.
Disadvantaged higher boys' progress will improve.	Additional sets in key areas.	The sets are used effectively by EMS. It allows smaller class sizes, more teacher feedback for students. English this year used the additional set in Y11 to form an enrichment class, this included six disadvantaged students. Science put the additional set in between 2 and 3 to allow smaller class sizes for the higher tier students.
	Form time interventions tbc	The English plan for form time interventions was to focus on a different student each day for a half term. Maths were due to meet a set group of students for a week at a time. Science were going to use the English and Maths lists to come up with a list of students per week, priority of students to English and Maths. School closure prevented this strategy.
	<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>	<p>Yr7 38 PP students only 2 below current target according to assessment data (5% - 7% all)</p> <p>Yr8 20 PP 2 students below expectation (10% - 14% all)</p> <p>Yr 9 36 students 12 below (36% - 24% all)</p> <p>Yr 10 31 students 13 below (31% - 41%ALL)</p> <p>Yr 11 (50% 43% all)</p> <p>The strategy is more successful lower down the year groups. There are much larger gaps higher up to fill. There has been some closing. The overall attainment of yr 11 is much higher than their end of year 10 data for example,</p> <p>Mathswatch has been used to support students who miss lessons but the uptake by students who are missing school has not been good.</p>

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	<p>Raise aspirations Careers advice to be prioritised to HATs. All HATS to have the opportunity to visit Universities.</p>	<p>Raising Aspirations</p> <p>PP HATs across year groups have had the opportunity to experience a Russell Group University:</p> <p>Visit to Newcastle University –</p> <p>Year 11 October</p> <p>Year 9 November</p> <p>Year 7 February</p> <p>The year 10 Scholars Programme enabled a group of students to experience HE while working on a literature project with a PHD student from Lancaster University from January – April.</p> <p>Direct Interventions</p> <p>PP students have had careers lessons aimed at improving their confidence, being able to recognise their skills and planning for the future. The students involved looked a range of careers, identifying the following areas of interest.</p> <p>Activities:</p> <ul style="list-style-type: none">• Employability skills and how to show evidence of them• What is my personality? Using the Buzz quiz• Exploring careers on Start profile• Areas for development:
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		<p>Exposure to Employers</p> <p>PP students had access to the Careers Fair in January; and during lockdown, they had access to Virtual Speakers for schools.</p> <p>Activities planned for March – July so unfortunately did not occur.</p> <p>Careers Guidance:</p> <p>Guided Choices Workshops – year 8 and 9</p> <p>Communication and Confidence workshops – year 10</p> <p>Exposure to employers:</p> <p>Royal Institute of Chartered Surveyors workshop – year 9 and 10</p> <p>Preparing for work Day – Year 10</p> <p>Work experience - year 10 H & SC</p> <p>Work place visits = year 7</p> <p>Further interventions with year 11 students – support with applications</p> <p>Impact</p> <p>Anecdotal evidence from the Careers Fair showed that it was well received.</p>
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		<p>Small group interventions introduced students to employability skills and raised awareness of careers via research on Start profile.</p> <p>Looking at year 11 planned destinations, 6 PPs have applied to attend the sixth form, one has applied for a scholarship. A small group (4) have been referred to Inspira as they have not completed an application, the rest have applied either to Carlisle College or to an apprenticeship provider. Further support was planned in the weeks after Easter for students requiring guidance on applying, this could have made an impact.</p>
	<p>Enrichment programme to be planned and trialled with Y7 and Y8.</p>	<p>This program developed through the year to include these students in the careers program. Y7 visited Newcastle University, Y7-9 HAT boys were prioritised with a meeting with our careers advisor, events were planned for March -July – guided choices workshops, Royal Institute of Chartered Surveyors workshops, Y7 work place visits.</p>
	<p>Department SEF and SIP for underperforming subjects will detail their plans to improve the progress of disadvantaged students</p>	<p>All departments are given data each data drop showing the disadvantaged students results, these are actions in LM meetings and actioned throughout the year. Disadvantaged students are the focus for whole school book monitoring, feedback was given to students and staff following this monitoring.</p>
	<p>Revision guides funded for all Y11 students and bus tickets home following revision sessions.</p> <p>.</p>	<p>All students were given revision guides for each subject they studied at GCSE. The intention was to provide mega riders home after revision sessions. Following school closure this was not really needed.</p>

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<p>The attendance of disadvantaged students will improve.</p>	<p>Increased number of home visits. Weekly agenda item in SLT meetings. Calendared SAM days throughout the year. Prioritising HAT students for intervention</p>	<p>Attendance for the two terms 91%</p> <p>Students with PA attendance 34 (21.1%) of the 34 students 56% boys and are 44% girls</p> <p>Students attendance has decreased this year due to some students applying from other schools or allocated Newman under CLA criteria and had previous very poor attendance. This, coupled with a flu virus in the half term before Xmas, then the two weeks prior to the school closing, where some parents refused to send their children to school due to Covid 19 but didn't have symptoms, all had a negative impact on attendance.</p> <p>Attendance for the students targeted on SAM days increased by 1.1%. Students that did not achieve the target set parents were invited into school for meeting and placed on action plans.</p> <p>PP HAT students have a percentage attendance of 94.3% which is close to national average and a PA figure of 10%.</p> <p>There was an increase of students on action plans this year and more home visits done. Other interventions included new escalation process of meetings with Attendance Officer then Head of Year, Senior Assistant Head and then Head Teacher. This has allowed faster escalation to Attendance Review Conference with Local Authority. Out of 12 PP students under 70%, paperwork for prosecution has been done for one student and a further four students have had Attendance Review Conferences with the Local Authority and are currently awaiting review. Six students under this criteria have low attendance due to medical issues/operations.</p>
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		<p>Year 9 has the most PA PP students. 36% (13 Students). This year group has the least attendance out of all years in both PP and Non-PP students and the most behaviour issues.</p> <p>During the school closure, the Pastoral Team are doing Welfare Calls to PP Students. Calls have also been made to the parents of students eligible for Free School Meal Vouchers that hadn't accessed them, to see if there were issues and how we could support them if there was.</p>
	Student support worker and school counsellor to support most vulnerable students to enable attendance and progress to improve.	<p>Students supported through various issues throughout the two terms. Support continues with helping some Y11s with future plans, telephone contact and physically meeting students during lockdown.</p> <p>Logs kept during the terms to summarise the issues that have arisen.</p>
	<p>Reduce the number of disadvantaged students in isolation.</p> <p>Ensure those students in isolation have good quality work.</p> <p>Look for alternatives to isolation for Y11 students – keep them in lessons.</p>	<p>Isolation keeps detailed records of students, these show a comparison of disadvantaged students in isolation compared to last year in each half term. Three out of four of the half terms show a reduction. Seven students have completed the on-line behaviour program, of which three have shown a positive sustained improvement.</p> <p>For Y11 each incident requiring isolation, alternatives sanctions were provided for the vast majority of students. A reduction in Y11 was seen</p>
	Transition day for disadvantaged students	<p>Transition is taking place virtually. Students are being set tasks to complete and admin are collating them for staff to see. The information provided by primary schools is being used to plan support for September. Regular teams' meetings are taking place for transition.</p>
	Hardship and educational visit assistance as required.	<p>Students have been supported for trips, uniform issues, transport issues throughout the year as they arose on an individual basis.</p>

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