



Holy Trinity Catholic School

Pupil Premium Review

13 March 2015

Pupil Premium review Holy Trinity Catholic School

Friday March 13th

Review conducted by Wendy Tomes Executive Head of the Sidney Stringer Multi Academy Trust and Vicky Shelley Senior vice Principal of Sidney Stringer Academy. Wendy is an approved Pupil Premium reviewer and Sidney Stringer is one of 122 schools nationally to be awarded the KS4 pupil premium prize in 2015 and one of only 27 schools to reach the National Final. Both schools have a very similar profile of disadvantaged pupils.

Focus of the review

The school is already familiar with what the data is showing regarding the performance of disadvantaged students. This report will not go into detail about the data as this has already been reviewed by others. Instead it will focus on how the money is being used and make suggestions that could lead to improved outcomes, particularly at KS3.

A summary of the programme for the day

The recommendations of this report are based on the following

- A meeting with the Head Teacher, the Deputy and the Lead Practitioner for data regarding the use of data, use of funding and the impact it has had.
- A meeting with PPG students from all years to discuss pastoral care, support, aspirations, quality of teaching and learning and interventions.
- Meeting with the Behaviour and attendance leads to discuss how PPG money is being used to support good behaviour and attendance
- Meeting with the G&T leader to discuss enrichment and G&T
- Meeting with the senior leader for inclusion and the SENCO to look at how PPG is being used to support effective interventions
- Learning walk and meeting with both Head of Maths and Head of English to look at how PPG is being used to secure quality first teaching and good progress
- Meeting pastoral leaders to discuss the support they offer to PPG and how they are involved in tracking progress and planning intervention.

Strengths

- The new lead Practitioner leading on data is starting to have an impact. He has a considerable amount of data on PPG and is aware of the need to share this with staff and ensure that it is being used to target and monitor intervention.
- Heads of Year that we met were impressive and knew the students in their year groups very well and were clearly focussing on PPG.
- There have been no NEETS for a number of years. All students including PPG are supported well to ensure that they have a positive destination
- The students are very proud of their school and feel that the majority of staff want them to do well
- There are new systems that have been recently implemented that are showing potential to track and monitor impact such as the class action plans, the introduction of SISRA online and the recent training and 3is. These systems now need to be embedded and exploited.

Overall summary

Evidence shows that in Holy Trinity Catholic School the PPG funding is making a difference to some of the PPG pupils but this is inconsistent and support needs to be targeted more to the needs of individual students.

Following the recent Ofsted Inspection the leadership of PPG has been reviewed and the role is shared between the lead Practitioner and the Deputy Head. I recommend that this is reviewed as it makes sense for one person to lead on it and for that person to be held to account by the Head Teacher and the Governors.

Accountability needs to be rigorous and robust. Staff at all levels need to be held to account for the performance of PPG students. This applies to teaching staff and support staff that work in the class with children as well as those who support them pastorally. This needs to be done not only through performance management but through high quality line management and regular reviews of standards and data.

The school receives a large amount of funding for PPG (£340K) and this is used in many ways to target PPG pupils. There is a costed plan in place for the use of the money but the targets need to be more specific in order to measure impact.

A considerable amount of time during the visit was spent looking at English and Maths and the impact of interventions in these subjects. The gap between PPG and Non PPG students is wider in Maths than English but this is because English didn't perform as well for non PPG students. Maths and English do liaise to track the progress of students in both subjects.

At KS4 there is the same curriculum time for all students regardless of their predicted outcomes. The school needs to look at how this can be personalised to allow those that are secure in getting at least expected levels of progress in one of the subjects to have more time to focus on the other subjects that might be borderline.

The school has already made arrangements to review the curriculum to support intervention for PPG pupils at KS3 from September. They have appointed a primary/transition teacher who will focus on the core subjects. This will be a good use of PPG money in order to prioritise the lower prior attainers. When students join in year 7 if they are below expected standards for literacy and numeracy then their curriculum needs to be adapted to give them the opportunity to catch up.

An improved curriculum has also led to a reduction in exclusions. Funding is being used well to provide internal solutions to engaging the most disaffected rather than spending considerable amounts on sending them elsewhere.

Whilst staff seemed to be very aware that the performance of PPG students is an issue they were not all clear just how wide the gap is. Middle leaders were not able to tell us what their target is for PPG this year but they could tell us what the target is for all students. This needs to become engrained and embedded at all levels.

PPG funding had been used to introduce accelerated reading and staff are very positive about this. It is having an impact on reading ages. There is no reason why this shouldn't be extended to the rest of the school. More progress could be made with the current year groups with a tightening up of the

system. Consider using a TA to be a lead AR co-ordinator. This person can track progress, do the testing and liaise with class teachers and the librarian.

A significant amount is spent on One to one tuition in English and Maths. This needs to be reviewed. It is expensive and not clear if it is having an impact. However feedback from the students receiving it is very positive, they say it helps

There is a clear summary of how the funding is being used but the data is showing that this isn't having the impact on the achievement of PPG students. We therefore focussed on how this might be changed to ensure better outcomes. The school also needs to ensure that all families that are eligible to claim for FSM do so that they get the funding that comes with it.

Students tell us that teaching has improved recently and that teachers help them to do well. There is a lot of holiday revision and a lot of 1-1 time. They like the rewards system but would like the credit shop back as it enabled them to buy things they couldn't always afford and it was an incentive.

Some

suggestions

PPG plan

- Compare your data to national average in your PPG plan. Put a summary of predicted outcomes for the current academic year for all measures of PPG at the front so it is clear from the start what you are trying to achieve as a school. Your goal for PPG needs to be aspirational and clear.
- Individual targets need to be more specific - put actual figures in for attendance e.g. what it was and what your target is. Add national averages for attendance in your plan so it is comparative.
- Where the school is employing staff because they have PP money to target students then these staff must be made aware that they need to demonstrate an impact. They need to know the students and the data and to be able to intervene when needed.
- Put data about the improvement in reading ages as a result of Accelerated Reading Programme in the PPG plan as evidence of impact and targets for this year.
- Consider use of PPG money for breakfast e.g. £1 for breakfast from the canteen – gives them a good start to the day and doesn't cost much
- Have a strategy for ensuring that all of those eligible for FSM do sign up for it. Use incentives such as a free blazer or a voucher towards a trip of their choice.

Leadership

- Support and training for the PPG lead is essential. There is limited time to demonstrate an impact so this person needs to make a difference quickly. The school needs to ensure that they support this post holder with relevant and high quality CPD opportunities.
- Governors need to appoint a PPG representative who is prepared to spend time outside of Governors meetings making sure that the money is having an impact and holding the school to account.
- Having set out a range of desired outcomes in the PPG plan and put smart success criteria against them the leader needs to evaluate these strategies and assess how successful each of the strategies is in relation to the targets set.
- Consider setting up a PPG working party/focus group led by the senior leader responsible for it. Include some key support staff on this.
- Appoint some PPG champions –ask for volunteers

Performance Management

- The performance of PPG students is a big priority for the school. Staff at all levels need to be held to account for the performance of PPG students in a much more robust way. There has been no reference to PPG outcomes in performance management targets either at a senior leader level or classroom teacher. It should be part of the Performance Management targets for all staff from the head down.
- Develop a more streamlined and usable version of the national standards for TAs'

English

- More ownership of PPG attainment and progress required
- Need to explore more enrichment for G&T - exploit links with local universities e.g. Iggy at Warwick and the Brilliant Club.
- Explore how to enhance the profile of the Accelerated Reading programme. At the moment it is used in years 7 and 8. It could be rolled out to all year groups and use PPG money to do this. It will have an impact on reading ages , all the research backs this up.
- Invest in more books for the library to support the AR programme
- Look at the PIXL spread sheets for iGCSE
- Use the PIXL resources for English where appropriate, they are good.
- Consider setting earlier in KS3
- Ensure that you are prepared for the new curriculum

Data

- Use the attitudes to learning data to evidence the impact of interventions which are harder to measure such as counselling and pastoral support programmes. Track it for PPG against non PPG students.
- Use data collection through SISRA at a classroom teacher level - get staff to actually look at the students from their data and what interventions need to take place i.e. who is underachieving and what do you as a classroom teacher need to do.
- Link this into class action plans. Teachers are aware of PP students and have a class action plan which identifies what interventions are taking place; update action plans after data collection
- Consider KPIs (Key Performance Indicators) half termly at senior team meetings to analyse key data according to different groups including PP students to identify trends and what is working well and what needs improving. (We can supply you with an example)

Maths

Following the learning walk and a meeting with the head of Maths it is clear that there is a considerable amount of intervention for students particularly at KS4. There was a genuine commitment from the staff to doing all that they could to ensure that the pupils make good progress.

- Use PPG money to give all students a Maths Watch CD. It costs £1 and is an excellent resource for homework and revision
- Clear targets for PPG students set and clearly articulated to all. It needs to be embedded as a priority
- Consider homework expectations, they are not consistent across the department and it is not used enough to support learning
- Consider using the PPG money to purchase a textbook for all students to support learning and homework.
- Consider giving revision books to all in both English and Maths
- Look at vulnerable year 10 students who will struggle in year 11 and will need a very personalised curriculum. Do they need to do their Maths in year 10?

New Technology

- PPG students do not always have access to computers at home and not enough is done to make it easy for them to study independently whilst at school using tablets or computers.
- Consider subsidising a leasing scheme for the purchase of a tablet for PPG with criteria such as a certain attitude to learning score to be eligible to qualify
- The school has no Wi-Fi provision in place so there isn't even the option of students using their own devices. The School is welcome to come and visit Sidney Stringer to see best practice

Attendance

- There is a family support worker funded out of PPG money and she also works holidays. The school say that this has a very positive impact on attendance.
- Need to ensure that there is a focus on persistent absence of PPG students and that this is targeted and tracked. Action: first day phone calls for PA
- Holidays in term time are an issue and school needs to ensure that families are prosecuted if they do this. There almost seems to be an expectation that they will not pay- you will be surprised how many will.
- Weekly PPG attendance tracking by the family support officer, works well. Attendance focus weeks - targeted at historically lower attended weeks e.g. before half term also have an impact.
- Ensure that there is a focus on PPG attendance within year groups and set clear targets for PPG student attenders.

Enrichment and G&T

- New leader appointed and impressive. She has the potential to make a big difference to stretching the higher ability PPG students and also their extracurricular experience
- The school needs to track the participation of PPG students in enrichment activities and the impact it has
- Consider the appointment of a G&T TA. This could be an existing TA who is given a new role. His/her target would be to track the progress of the G&T student they are assigned to and work with teachers to ensure they get the higher grades
- Enrichment fayre for lesson 6- market all the fabulous activities on offer in a fayre /university fresher's style
- The G&T leader is new in post but the goal must be to start to look at teaching strategies to support the more able as well as interventions and enrichment. There needs to be a strong link between this person and the T&L lead. Co-ordinator to work closely with AHT to develop T&L strategies for the curriculum.
- All students are fully subsidised for music tuition - 150 involved across the school, students are required to perform in a recital. Extra- curricular opportunities are exploited well in Music and could be transferred to other subject areas.
- PP money also used for enrichment/retreats. The pupils that we spoke to were very appreciative of this and said that if it wasn't for the funding they wouldn't go

Inclusion /Student support

- The SENCO has a provision map, looks at PPG data provided by the data team, uses the Fresh start programme , Letterbox scheme, runs a nurture group for year 7 students and holds weekly pastoral meetings. She appeared to have a very good understanding of her students and clearly is used to tracking and planning intervention focussing on PPG.
- TA specialist for numeracy and literacy are rated highly by their departments. Need to measure their impact in terms of PPG

- Develop a more streamlined and usable version of the national standards for TA's. So that all can have an impact on outcomes of PPG pupils. Much of the funding for their role will come from this budget.
- Students say that heads of year are good as they don't teach and have time to help.
- Pastoral leaders - know who the PP students are and track the strategies. They are trying to make sure they cross reference and look at the sub groups within PP - SEN, ADHD etc.
- Is there consistency between year groups? They know them well but then they don't stay with them –the pupils move up and they don't. This might be the best solution for the school but it is worth a discussion every year.