

Pupil premium strategy statement

1. Summary information					
School	Blessed Robert Sutton Catholic Voluntary Academy				
Academic Year	2019/20	Total PP budget		Date of most recent PP Review	September 2019
Total number of pupils	619	Number of pupils eligible for PP	92 (14.86%)	Date for next internal review of this strategy	September 2020
2. Current attainment					
(year 11 2018/19 = 22)		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP</i>	
Progress 8 score average		-0.67		0.187	
Attainment 8 score average		32.75		47.85	
Basics (English and Maths 5+)		16.7%		41.9%	
Basic (English and Maths 4+)		22.2%		67.7%	
3. Barriers to future attainment (for pupils eligible for PP including high ability)					
In-school barriers					
A.	Attendance rates for PP pupils – specifically looking at support pupils with persistent absences				
B.	Exclusion rates for PP pupils				
C.	Attainment of PP pupils – especially those with high prior attainment				
D.	Attitude for learning for PP pupils – ensuring the development of clear strategies for resilience, focus and attitude through the Sutton Way.				
E.	Low aspirations of proportion of PP pupils which impacts negatively on attendance and attainment				
F.	Low literacy levels and apathy towards reading				
External barriers					
F.	Level of parental/ home support for a culture of high expectations.				

G.	Low aspirations of a proportion of PP Pupils which impacts negatively on attendance and attainment.	
4. Outcomes for pupil eligible for PP		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Consistent high quality teaching, with awareness of the needs of all PP pupils. All teachers to have a clear understanding of the needs of PP pupils and support them in following the Sutton Way allowing them to demonstrate clear development of academic excellence, spiritual excellence and social awareness.	Evidence, through Teaching and Learning reviews, that teachers will display stretch and challenge within their lessons to support PP pupil progress whilst also setting high expectations of pupils through the consistent use of the Sutton Way.
B.	Raise attainment 8 score from 32.75 to 44.79 (FFT50). The gap in 2019 was 15.10, with the current predication of 6.64 for 2020	Evidence of high quality teaching as well as targeted intervention to support under performance by PP pupils.
C.	To increase attendance to 95% and therefore more in line with national expectation of 96% (89.3 In 2018/19) To reduce persistent absence as 24.6% of PA in 2018/19 was PP	Reduce the number of persistent absentees (PA) and improve overall attendance through support from attendance officer and pastoral support team.
D.	Exclusion rates for PP pupils to be a proportional representation rather than above their peers (4 For PP in 2018/19, whereas 33 for non PP)	Reduce the number of fixed term exclusions among PP students.
E.	Increase Progress 8 score for PP pupils – especially those with high prior attainment. PP Progress 8 score 2018/19: -0/67 PP HPA Progress 8 Score 2018/19: -1.907	Achieve an increase progress 8 score for 2019/20 examination series.
F.	Develop aspirations of proportion of PP pupils who present with low aspirations which in turn impacts negatively on attendance and attainment	All PP pupils to have a careers plan that focuses on supporting aspirations. All key stage 3 pupils and year 10s to take part in at least one college/university visit to encourage future planning and personal aspirations.
G.	For year 7 and 8 PP pupils to make effective progress with literacy developing their reading ages and showing greater competency in comprehension and literary understanding.	Year 7 and 8 PP Pupils to fully engage with the Accelerated reader programme and to make progress at or in-line with chronological time. They should also, where applicable, be twinned with effective intervention to take place to support their literacy development.

5.Planned Expenditure					
Academic Year	2019/20				
The three headings below enable schools to demonstrate how they are using the Pupil Premium Grant to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i: Quality of teaching for all					
Desired outcome for pupils eligible for PP	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Consistent high quality teaching, with awareness of the needs of all PP pupils. All teachers to have a clear understanding of the needs of PP pupils and support them in following the Sutton Way allowing them to demonstrate clear development of academic excellence, spiritual excellence and social awareness.	Staff to be aware of PP/LAC pupil and their needs through vulnerable database	In school monitoring in 2018/19 suggested inconsistency of provision for pupils in vulnerable groups	Following whole school quality assurance procedures. Triangulating results of learning walks, work scrutiny and progress data.	LAW/SLT	Half termly
	In house CPD to ensure the need for PP pupils to be at the centre of curriculum development and lesson planning	PP pupils benefit most from quality first teaching. CPD, which is designed to address specific areas of weakness, should result in better curriculum development and lesson planning leading to better outcomes for all pupils, including PP pupils.	Following whole school quality assurance procedures. Triangulating results of learning walks, work scrutiny and progress data. Curriculum mapping and improved assessment.	LAW/SLT	Half termly
Raise attainment 8 score from 32.75 to 44.79 (FFT50). The gap in 2019 was 15.10, with the current predication of 6.64 for 2020	Revision guides purchased for all PP pupils – including scientific calculator if required	Lack of access to revision resources and calculators further disadvantaged an already disadvantaged group.	Equipment/revision guide checks for PP pupils	LAW/NK	Half termly
	PP to be a clear focus of curriculum design – how are PP pupils catered for in each curriculum area and in day to day teaching	PP pupils benefit most from quality first teaching. CPD, which is designed to address specific areas of weakness, should result in better curriculum development and lesson planning leading to better	Following whole school quality assurance procedures. Triangulating results of learning walks, work scrutiny and progress data. Curriculum mapping and improved assessment.	Subject leaders SLT Teachers	Termly through QA and SPCs

		outcomes for all pupils, including PP pupils.			
	Additional maths and literacy for pupils not taking triple science, PP pupils in the bottom 10% of the year will complete function maths and English on top of their GCSE maths and English.	Results for this group last year in maths and English were considerably below those of their peers	Monitoring the curriculum offered to pupils in these sessions Monitoring progress in math and English lessons	LAW/WH/SM	Termly through QA and SPCs
Increase Progress 8 score for PP pupils – especially those with high prior attainment. PP Progress 8 score 2018/19: -0/67 PP HPA Progress 8 Score 2018/19: -1.907	PP to be a clear focus of curriculum design – how are PP pupils catered for in each curriculum area and in day to day teaching Stretch and challenge to be evident in all lessons and available for all pupils including PP pupils.	Underachievement in HPA PP pupils in 2018/19 outcomes.	Monitoring progress of these pupils. QA and triangulation of data as mentioned above.	Subject leaders SLT Teachers	Termly through QA and SPCs As well as through department QA.
	High expectations for all pupils	All pupils should understand that we expect them to achieve their very best in every lesson.	Learning walks and evidence of following the Sutton Way.	Subject leaders SLT Teachers	Termly through QA and SPCs As well as through department QA.
Total Spend Breakdown of Spend					
ii: Targeted Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For year 7 and 8 PP pupils to make effective progress with literacy developing their reading ages and showing greater competency in comprehension and literary understanding.	Closing literacy gap through use of AR and targeted PP reading/literacy intervention – pupil premium co-ordinator, Head of English, TA specific intervention.	Low literacy levels within PP Pupils.	Monitoring sessions and monitoring pupil progress in English and literacy based subjects.	LAW/SLS Form tutors Head of year 7&8	Each week through Quiz monitoring Termly via Star Reading tests

Raise attainment 8 score from 32.75 to 44.79 (FFT50). The gap in 2019 was 15.10, with the current predication of 6.64 for 2020	Sinker set removal in English Mixed ability PP spread evenly	In previous years PP pupils were significantly over represented in lower sets.	Monitor settings	SM/SLT Curriculum leads	Beginning of term and then reviewed at each SPC.
	Artificially raising grades to ensure target isn't generating gap. (RADY)	RADY based research suggests lower target grades have a detrimental effect on PP pupil progress.	Adjust targets and monitor progress towards these.	SM/SLT	Each SPC
Develop aspirations of proportion of PP pupils who present with low aspirations which in turn impacts negatively on attendance and attainment	Development of aspirations programme that looks at how to develop PP pupils own ideas for their future career paths.	PP pupils in previous years have had low aspirations and expectations of themselves	Aspirations programme will be reviewed at each LMM where consideration of pupil involvement will be considered	JEM LAW	Each fortnight through meetings
	1:1 careers advise for year 8-11 to discuss pathways – picking the right subjects, supporting pupils to pick for their future.		All curriculum plans to be uploaded and shared with staff and pupils.	JEM LAW	Termly
	Group careers meeting for year 7 starters to support with developing high expectations – school contract		School contract to be used to support aspirational development of pupils which will be referred back to.	JEM LAW	Termly
Total Spend Breakdown of Spend					
iii: Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased level of parental/ home support for a culture of high expectations.	Parental engagement early in school career and then in all future engagement opportunities	Developing positive working relationships with parents and staff	Percentage of PP collated at each key event – corresponded with parental contact made.	LAW SLS MK JEM	After each parental opportunity to engage with the school
To increase attendance to 95% and therefore more in line with national expectation of 96% (89.3 In 2018/19)	Attendance officer to monitor attendance of PP pupils. Follows procedure in case of persistent or unauthorised absence.	Attendance and persistent absence in PP pupils in 2018/19 was serious cause for concern. This policy is designed to address this.	SLT to monitor attendance data and procedures if applicable. Weekly discussion at SLT meetings.	SLT – PI Heads of year SR/LT	Weekly during SLT meetings

To reduce persistent absence as 24.6% of PA in 2018/19 was PP					
Exclusion rates for PP pupils to be a proportional representation rather than above their peers	Monitoring of exclusion rates and development of Pastoral Behaviour Plan.	Pastoral Behaviour Plan to correspond with behaviour development ensuring adequate support for cause is in place to ensure all avenues are considered before exclusion.	Heads of year to accurately use Pastoral Behaviour Plan to ensure that pupils are supported and engaged in behaviour improvement rather than reverting to exclusions	SLT – PI Heads of year	Weekly during SLT meetings
All areas	CPD and networking to source further strategies that can help develop pupil premium support and spending	Networking to support ideas for development from other schools and those that have similar PP cohorts to BRS	CPD shared with SLT and further strategies added to the PPSS and implemented in school (where applicable)	LAW	After each CPD and networking session
Total Spend Breakdown of Spend •					