

Pupil premium strategy statement: De La Salle School



1. Summary information					
School	De La Salle School				
Academic Year	2016/17	Total PP budget	£198,552	Date of most recent PP Review	Oct 2016
Total number of pupils	1189	Number of pupils eligible for PP	237	Date for next internal review of this strategy	Jan 2017

2. Current attainment (Year 11 as at March 2017)		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average 2016)*</i>
Attainment 8 score average	45.13	52
Progress 8 score average (provisional estimate using 2016 DfE data)	-0.12	0.12
% pupils achieving A*-C in English and Maths GCSEs	40.0	70.6
% pupils achieving the English Baccalaureate	27.5	29.7
5 pupils achieving 5+ GCSEs A*-C including English and Maths GCSEs	40.0	65.1

* Source: DfE Statistical First Release: Revised GCSE and equivalent results in England: 2015 to 2016

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Emotional & Behavioural Difficulties are increasingly impacting on DA progress in 2016/ 2017 in all year groups.
B.	Low Attaining DA pupils especially in maths was the widest gap in 2015/ 2016.
C.	DA pupils often opt for 'fight or flight' when faced with challenges in secondary schools and their resilience is impacting on their behaviour, attendance and progress. (Esp MA and LA - not HA).
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for DA pupils are not improving as required generally due to lack of resilience and poor attendance perpetuated since primary school.
E.	Parental engagement rates are not as high with DA pupils as Non-DA.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase % of LA DA pupils achieving Expected Progress in maths.	There will be an increase of DA pupils making EP in all year groups when compared with the same period in 2015/ 2016.
B.	Ensure the performance of DA pupils across the school is within the 'average' parameters against national data.	RoL report will show and improved percentile for all DA cohorts in all subjects reported on.
C.	DA behavioural incidents will reduce due to targeted intervention and parental / pastoral support.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
D.	Increased attendance rates for pupils eligible for PP.	Ensure that DA attendance data for Term 2 is more improved by 1% or more when compared to DA attendance and PA figures for Term 1.

5. Planned expenditure					
Academic year		2016/17			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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?
A. Increase performance of LA DA pupils in maths.	Flight paths & training to improve understanding of pupil starting points. CPD and dept time to ensure SOW continually reviewed. Lead practitioner to support staff to ensure pitch and challenge at all levels. Support from SEND staff to ensure adequate differentiation. Quality Assurance to monitor and challenge T&L, marking and feedback of this cohort.	RoL highlighted this issue. Ofsted highlighted a misunderstanding of pupil starting points. Pupil voice in previous years has identified an anxiety around maths progress. EEF has highlighted marking and feedback as a successful measure for ensuring pupil progress.	Data drops. Departmental meetings. On – going pupil voice exercises. Quality Assurance.	Lead practitioner for maths and HOLA	Fortnightly at HOLA SLT meetings / at Data drops/ Accountability meetings.

A. Increase performance of LA DA pupils in maths.	Use LSA astutely in maths to support learning in DA/ LA classes. Use LSA for 1:1, 1:2, 1:small group <i>and especially</i> to ensure class teacher can give 1:1 where most needed. LSA can also offer EBD support and work on the skills of RESILIENCE as well as maths.	Whilst EEF suggests poor use of LSA has little impact, astute use of LSAs can offer support to these groups and allow the class teacher time to support the pupils. Astute use of LSA can promote pupil independence and support them with ownership and resilience.	LSA report. Pupil voice. Flexible use of timetabling to target areas of most need.	PP co-ordinator (line manager to LSA)	Fortnightly reviews. Monthly pupil voice.
B. Ensure performance of DA is brought well within parameters of DA performance nationally.	Whole school CPD and Accountability meetings. Ensure whole school consistent approach to DA progress and DA plan. Ensure Progress Leader intervention in each year group including working WITH parents. Use SLT homework lead to improve independent learning for this cohort. Use new flight paths to monitor progress and ensure INTERVENTION for all underachievers.	EEF - homework to promote independence. Local Authority support to include parents beyond the standard monitoring & reports. This approach has been successful in 2015/ 2016 and, with further rigour should continue to ensure the gap continues to close.	Data drops. Quality Assurance. HOLA accountability meetings. Perf. Man. Reviews.	PP co-ordinator & each HOLA.	PL & HOLA meetings. Data drops. Parent voice. Show My Homework reviews.
Total budgeted cost* (See detailed spend on website for further breakdown)					£98,309.00
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?
A. Increase performance of LA DA pupils in maths.	After school intervention for key groups. Supply of key resources where needed. Transport to key events as well as home from after school sessions.	Previous after school sessions have not shown as much success as bespoke small group work, as pupils have been doing this INSTEAD of the homeworks requested. Small group work will be set as <i>well as</i> classwork and homework as required and this message has been made clear to parents.	Liaison with parents. Regular review in dept. Register of use of transport. Log of resources purchased and follow up of use by pupils.	Lead practitioner and HOLA	Monthly

B. Ensure performance of DA is brought well within parameters of DA performance nationally.	As above. Bring a buddy evening. Specific evening for disaffected pupils to invite a key 'sponsor' to support them through the exam season. CIAG provision targeted at pupils who are finding engagement difficult due to not seeing the reasons behind their studies.	As above. PiXL idea for bring a buddy evening has proved effective for pupils and families at DLS and elsewhere nationally. CIAG has meant that DLS has consistently good data for pupil destinations.	As above	Pupil Premium co-ordinator	Feb 2017
Total budgeted cost					£13,300.00
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?
C. Improved behaviour	Support from Emmaus/ Referral and Alternative provision. Support from Progress Leaders and Pastoral Support Managers. Mentoring pupils who are struggling with the challenges of secondary school. Sanctions and rewards system. Off site short term support (Minerva)	EEF toolkit. Data on pupil behaviour.	Data log in referral / Emmaus. Exclusion figures. Pupil rewards and sanctions data. Anti-bullying log. Pupil voice/ staff voice.	Deputy Head PR	Feb 2017
D. Improved attendance.	Robust monitoring of data. Rewards system in place to highlight requirements. Close liaison with EWS including EWS conference for key pupils. Link with attendance/ CIAG and progress via outside visits and speakers. Work with LA on structured conversations with parents to ensure all parties are working towards 100% attendance. Improved relationships with and between pupils via Outward bound programme and D of E / trips funding where relevant.	There is a direct correlation between attendance and progress which needs to close for all pupils especially DA. There is a link between poor attendance and poor resilience which can be addressed by resilience work as well as attendance work.	Attendance data. Parental meetings. O/side speakers. Spending log for trips and Outward bound course. Pupil voice.	PP Co-ordinator	Feb 2017
Total budgeted cost					£66,943.00

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

A breakdown of spending for all items including £10 000.00 not mentioned above can be seen detailed on the school website

<http://www.delasalle.st-helens.sch.uk/media/1360/201617-pupil-premium-spending-plan.pdf>

As well as last year's review and last year's spending plan:

<http://www.delasalle.st-helens.sch.uk/media/1361/2015-2016-pupil-premium-impact-and-strategy.pdf>

<http://www.delasalle.st-helens.sch.uk/media/1359/201516-pupil-premium-spending-report-final.pdf>

The pupil premium spending plan is a standing item on the Governors' Evaluation Committee agenda and is therefore reviewed, as a minimum once a term. There are 2 governors who oversee Pupil Premium (M. Hoban and C. Morris) outside of the evaluation committee meetings.

The current Pupil Premium Co-ordinator is Mrs A. P. McDonnell who has been in role since Sept 2015.