



St Bernadette Catholic Secondary School

Headteacher Mrs B A McLaughlin

Fossedale Avenue, Whitchurch, Bristol BS14 9LS
Telephone 0117 377 2050 Fax 0117 377 2054

www.stbems.bristol.sch.uk
info@stbems.bristol.sch.uk

Pupil Premium Action Plan 2019/20(October 2019)

Catch Up Premium Action Plan 2019/20 (October 2019)

Pupil Premium Action Plan 2019/20

Pupil Premium funding is provided to schools to address the current underlying inequalities and close the attainment gap between children eligible for free school meals (FSM) and their peers. Pupils are eligible for this funding if they have been registered for FSM at any point in the last 6 years, they are looked after (in care) or are children of service personnel.

The rate of Pupil Premium funding is £935 per eligible pupil from April 2019 to March 2020. Funding is based on the number of eligible pupils at the time of the January 2018 census, rather than the number on roll during the academic year. The School has budgeted to receive Pupil Premium funding of £182,479 during 2019/20, based on a calculation of 224 eligible pupils. There are now 173 students out of 746 students on roll who were eligible for FSM at some point over the last six years and are therefore eligible for Pupil Premium, five looked after children that qualify at a rate of £1900 and zero service person's children. This accounts for 30% of the school population.

The School will seek to provide an inclusive education for all pupils that does not marginalise or disadvantage pupils from more challenging backgrounds. This approach is also in recognition of the relatively high proportion of pupils in the School who may at some point of their education have been eligible for FSM.

The following is a summary of the schools planned programme for the 2019/20 academic year of additional targeted interventions to support our most vulnerable and disadvantaged groups of pupils. The Action Plan is constantly being reviewed and adapted in response to the emerging needs and required support of pupils.

Planning outline for 2019/20

Pupil Premium used for:	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?
Review / scrutiny of list of pupils potentially eligible for Pupil Premium funding.	Continuing/ New	Throughout the year eligibility for Pupil Premium will be reviewed. Parent App provides support in applying for PP funding with links to application form. Letter generated for parents to encourage those eligible to apply for FSM, but not currently registered, to do so.	If successful it will ensure that all PP pupils receive the support to which they are entitled.	This will be monitored by the AH responsible for PP.
Quality first teaching.	Continuing	To include work scrutiny and observations that focus specifically on PP pupils. Staff will be encouraged to prioritise marking of pupil premium books. Progress of PP seen as the responsibility of all. All faculty areas have a specific PP target in Team Improvement Plan. Whole school focus on questioning will provide opportunities to target PP pupils.	If successful all learners will experience a quality teaching experience that will allow them to achieve to their potential. Focusing specifically on PP pupils will help to ensure that their needs are considered a priority. Pen portraits will highlight how Pupil Premium pupils are benefiting from quality first teaching and specific targets for intervention.	Deputy Head Teaching and Learning, SLT, Heads of Learning through lesson observations. Success if Pupil Premium learning walks show sufficient standards of quality first teaching throughout the year.
High profile of PP pupils.	Continuing	Will include all year groups and will be part of a bi-termly cycle of information. Publicised in staff room and where they are in relation to their target grades, staff pen portraits, T-groups.	Ensure that staff are aware of all PP pupils.	Learning walks and reviews will evidence use of pen portraits and staff awareness of PP pupils. Lesson observations will identify quality first teaching and specific in-class interventions. Success if staff more fully aware of PP pupils' needs.
English support. (Including; HLTA, closing the gap lead and interventions by the Head of English)	Continuing	The development of Literacy and English skills is a whole school focus. Spotlight data is monitored 3 times per year in all year groups and closely monitored to inform targeted interventions. One to one and group interventions to take place specifically for those pupils who are not on track to	Improved literacy skills support progress in English as well as performance in all GCSE subjects.	Head of English and closing the gap lead. English HLTA. All staff awareness and intervention through school RWCM policy. Success if gaps narrow in English results.

		achieve target grades. Further funding has been allocated to provide additional HLTA time in years 10/11 to support small groups and help to raise achievement for DA pupils.		
Mathematics support. (the second in Mathematics, closing the gap lead and interventions by the Head of Maths)	Continuing	The development of Numeracy and Maths skills is a whole school focus. Spotlight data is monitored 3 times per year in all year groups and closely monitored to inform targeted interventions. One to one and group interventions to take place specifically for those pupils who are not on track to achieve target grades.	If successful this will allow learners to improve their achievement in numeracy based subjects.	Head of Maths and closing the gap lead. Maths HLTAs. All staff awareness and intervention through school RWCM policy. Success if gaps narrow in mathematics results.
Vocabulary Intervention	Continuing	An in-house vocabulary intervention is used in English lessons at KS3 and as homework for KS4. Evidence of impact in monitored by Head of English and SENCo and leads to improved vocabulary for PP students.	If successful this will allow learners to access the more challenging vocabulary required for GCSE and support progress across all subject areas.	Head of English, AH with responsibility for PP, DH for achievement. On-going assessments will show evidence of increased knowledge of vocabulary.
DEAR	Continuing	All pupils at KS4 read a book of their choice for 20 minutes every day (Drop Everything and Read) PP pupils are able to access a book swap intervention in the library to support them in having an appropriate reading book. Additional texts have been purchased for PP pupils to get started.	If successful this will support PP pupils in extending their vocabulary and improving their Reading ages.	Head of English, SENCo, AH with responsibility for PP, DH for achievement.
Soap box challenge		All pupils at KS3 deliver a short presentation to an audience of around 50. PP pupils are supported in developing their oral skills, confidence and vocabulary. Pupils self-select a topic of their choice	If successful this will support PP pupils in extending their vocabulary and improving their confidence/oracy skills.	Head of English, SENCo, AH with responsibility for PP, DH for achievement.
Debate Mate		Pupils learn the skills and techniques required for debate and participate in competition debating against other schools. More able PP pupils are encouraged to participate and supported where required.	If successful this will support PP pupils in extending their vocabulary and improving their confidence/oracy skills. It provides opportunities to consider ethical issues and widen cultural experience.	English staff, AH with responsibility for PP, DH for achievement.
Ambitious Target Setting	Continuing	Pupils to be set ambitious targets that they and all staff are aware of to help them to make progress.	This will allow pupils to have ambitious targets as well as intervene with the more able effectively.	Success if , gaps continue to narrow, particularly among more able disadvantaged children.

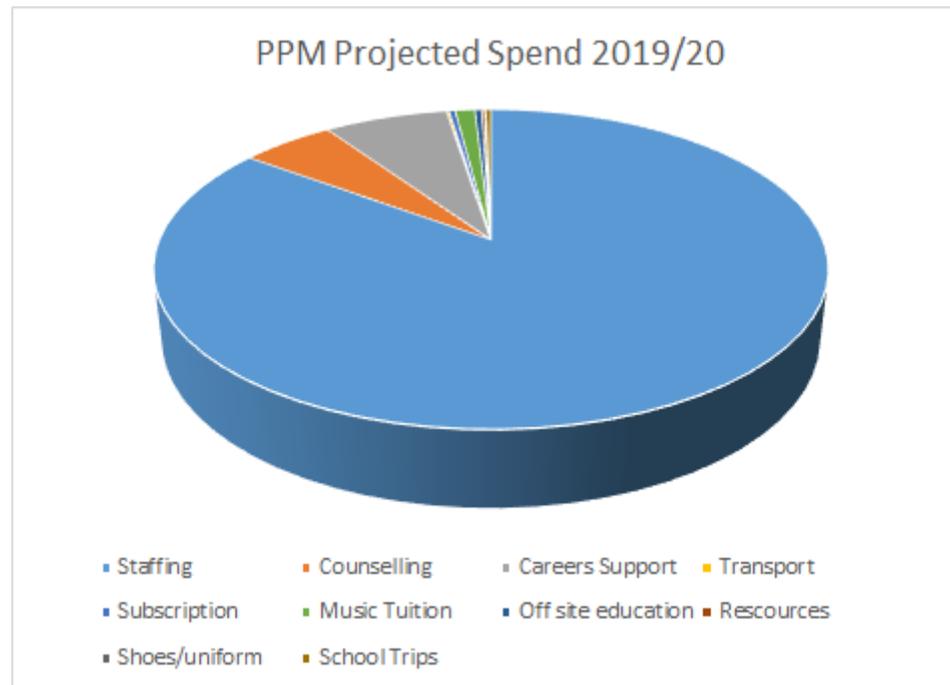
		Disadvantaged pupils will be set challenging targets designed to support them towards narrowing the progress and attainment gaps.		
Pupil Premium mentoring and target setting.	Continuing/ developing	PP pupils have termly mentoring meetings to discuss possible barriers, progress towards targets and any pastoral/academic needs. Development this year to ensure stronger focus on academic progress.	This will allow PP pupils to set targets to improve and to become more self-aware of their targets and development as learners. Outcomes of meetings to be shared with class teachers as appropriate.	PP Mentoring Lead. Success if gaps narrow.
Targeted support. (Raising Achievement Teams)	Continuing	Tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Tailored based on mentoring sessions and data, this will often link with Maths and English interventions.	This will guide pupils in following a curriculum that is appropriate for their individual aspirations. The resources and conversations will support pupils in achieving across a range of subjects.	Regular interventions meetings of RAT team to discuss pupils that are underachieving and checks on success of interventions as they are taking place. Success if gaps narrow across all core subject areas.
Good attendance	Continuing	Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.	If successful attendance will improve for PP pupils.	Attendance officer, AH with responsibility for attendance. Success if attendance improves to above 95%.
Good facilities for supported self-study.	Continuing	An after school homework club from 3.15pm – 4.15pm each day (except Friday) supports PP pupils in the completion of homework, accessing additional support and access to on-line resources. The attendance of Pupil Premium pupils at these clubs will be monitored. At KS3 rewards will be available for regular attendees.	Learning outside of school hours will help to raise achievement.	ACCO's, Key stage Lead. Success if attendance at sessions is high, students access SAM learning to support revision and progress and this aids in narrowing gaps.
Pupil Post 16 progression and strong careers information, advice and guidance.	Continuing	Regular careers meetings. Every Pupil Premium pupil to have a clear post-16 plan in place by the end of Year 11. Pupil premium pupils are seen first by careers advisors as a priority group.	If successful this will help pupils to recognise the areas that they may need to develop for their future careers. The aim will be for 100% of all Year 11 pupils to progress on to employment, further education or training	Success if no NEETS.
Raising Aspirations Lead	Continuing	This role will involve co-ordinating a range of interventions aimed at raising the aspirations of PP pupils. This will include: Future Quest in years 9 – 10, Unlocking potential in year 8, Maths mastery in year 9. Additionally raising the profile of career	If successful PP pupils will access a range of support and interventions designed to help them make informed choices about future education and employment. The aim will be for 100% of all Year 11 pupils to progress	AH with responsibility for PP pupils. Success if 100% of all Year 11 pupils progress on to employment, further education or training.

		options within the school through assemblies, displays etc.	on to employment, further education or training.	
Year 11 support co-ordinator	Continuing	This role will involve co-ordinating and developing mentoring and tutoring input for identified Year 11 pupils, become the lead on interventions and enrichment opportunities aimed at pupils wishing to pursue apprentices and managing the provision of exam stress counselling for year 11 pupils.	If successful PP pupils will access a range of support and interventions designed to help them make informed choices about future education and employment. The aim will be for 100% of all Year 11 pupils to progress on to employment, further education or training. Exam stress counselling will allow pupils to manage their stress levels as GCSE exams approach to maximize their ability to reach their full potential.	AH with responsibility for PP pupils. Success if 100% of all Year 11 pupils progress on to employment, further education or training.
Year 7 Learning Enhancement co-ordinator	New	Additional support for pupils with a range of pastoral, behavioural, attendance or achievement needs in Year 7. Role involves co-ordination of interventions, liaison with families, mentoring of students. PP pupils are seen as a priority group.	If successful identified PP pupils in year 7 will access extended transition and build positive relationships with staff/school. Closer collaboration between school and home supports pupil progress and positive behaviour and attendance choices.	AH with responsibility for PP pupils, Year 7 ACCO, Year 7 Learning Enhancement co-ordinator
Exam stress counselling	Continuing	Year 11 pupils who identify as feeling particularly stressed about upcoming exams access three exam stress counselling sessions each 30 minutes in length. During their sessions they identify stress triggers, develop strategies for managing stress and review their success. PP pupils access this intervention as a priority group.	If successful, PP pupils learn strategies to better cope with stress and anxiety which will be reflected in more effective exam preparation and outcomes.	AH with responsibility for PP pupils, Year 11 support co-ordinator.
Counselling		The school employs a professional counsellor for two days per week. Identified pupils who are referred for counselling are supported in managing pastoral, wellbeing or safeguarding concerns. PP pupils access this intervention as a priority group.	If successful pupil wellbeing, good mental health and ability to cope are supported.	AH with responsibility for PP pupils, AH with responsibility for pupil wellbeing and safeguarding, School counsellor. Success if mental health improves for PP pupils.
Faculty bids for Pupil Premium funding.	Continuing	Faculties can bid for money for PP pupils that will aid their development in the curriculum.	If successful this will allocate funding to pupils to help them to achieve in specific curriculum areas.	Led by AH PP. Success if gaps narrow across all subject areas.
Financial assistance	Continuing	Examples of funding include (but are not limited to):Discount on curriculum based educational trips	If successful this will help pupils to have the same opportunities as their peers. In the	Achievement Coordinators and Key Stage Lead.

		<p>Travel to and from school</p> <p>Provision of textbooks and educational materials</p> <p>Provision of ICT equipment</p> <p>Additional Curriculum Enrichment activities</p> <p>Funding towards school uniform</p> <p>This may also include early college places.</p>	<p>case of early college provision this will allow them to access a vocational qualification alongside English and Maths at the appropriate level.</p>	
Parental involvement.	Continuing /New	<p>Communication with home. Letter following mentoring meeting with recommendations. Group calls for involvement with RATs team, raising achievement booklets, parents evenings, information evenings, attendance meetings.</p>	<p>If successful this will help parents become an important part of their child's educational experience. This in term will help to raise engagement and therefore achievement levels.</p>	<p>Achievement coordinators. Success if parents become more involved and more aware of the needs of their children.</p>
Behaviour Procedures to support progress in lessons.	Continuing	<p>Ready to Learn behaviour systems are embedded. Impact will be reduced low level disruption in lessons and improved pupil progress.</p>	<p>If successful PP pupils will show improving in year trends for behaviour stages and FTE's. Pupils will be clear about teacher expectations and there will be a consistency of approach from all staff.</p>	<p>AH with strategic responsibility for behaviour and PP, Key Stage Lead, ACCO's. Success if PP pupils are less likely to trigger behaviour stages and reduction in FTE's.</p>
More able PP pupils. If not achieving targets intervention in place.	Continuing	<p>Data systems to highlight pupils not currently achieving targets and intervene as appropriate. Data analysis following spotlights used to track progress.</p>	<p>This will ensure that more able PP pupils continued to be tracked and intervened with as is appropriate for their learning needs.</p>	<p>Key stage leads, AH PP. Success if gaps narrow in all year groups amongst target groups.</p>
Pupil Voice	Continuing	<p>Pupil Premium pupil mentoring interviews take place in all year groups. Discussions have centred on destinations, attendance, punctuality, progress and equipment as well as positives and any areas for improvement in school. Pupil premium pupils are represented on student council, as prefects and as pupil leaders.</p>	<p>If successful this will allow pupil premium pupils to share their views on how the school experience can improve in several areas.</p>	<p>DJ and Key Stage Leads. Success if negative referrals fall, pupil surveys reveal PP pupils feel included in decision making process.</p>
Support for Looked After Children.	Continuing	<p>PEP's are reviewed twice each academic year. Allocated PP funding used to meet individual needs based on a graduated basis.</p>	<p>If successful looked after children will access appropriate support and interventions to cater for their needs.</p>	<p>AH with responsibility for pupil welfare, safeguarding and attendance.</p>

How the Pupil Premium Funding is allocated

For the 2019/20 academic year the School is budgeting to spend its Pupil Premium funding across the following areas which link into the interventions above. This will be subject to change depending on the requirements of the pupils over the coming year.



Catch Up Premium Action Plan 2019/20 (October 2019)

The literacy and numeracy catch-up premium provides schools with additional funding for year 7 pupils who did not achieve at the expected level in Reading and/or Maths at the end of key stage 2. Funding for the 2018 to 2019 financial year has not yet been confirmed. All costings are based on funding received during the last financial year and could be subject to change. The interventions that we carry out are reviewed on a regular basis and adapted as appropriate.

Catch up premium used for:	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes.	How will this activity be monitored, when and by whom? How will success be evidenced?
Data tracking that identifies the progress made by students catching up	Continuing	The intervention underpins all other interventions.	Identification of extent to which gap is narrowing for these pupils.	Bi-termly spotlights to check in data. Report compiled by AH responsible for CP. Success if gaps narrow.
High profile of catch up Pupil Premium pupils.	Continuing	Will be part of a termly cycle of information.	Ensure that staff are aware of all catch up premium pupils.	Publicised in staff briefings and where they are in relation to their target grades. Success if staff more fully aware of PP pupils' needs. Evidence through staff questionnaire.
English support. (Including; HLTAs, closing the gap lead and interventions by the Head of English)	Continuing	The development of literacy and English skills is a whole school focus. Assessment scores are collected for every pupil in every year. These are carefully tracked and monitored across the school. Needs analysis completed each term to determine appropriate intervention. One to one and group interventions to take place for the most vulnerable cohorts of catch up premium students.	If successful this will allow learners to improve their achievement in literacy based subjects.	Head of English and closing the gap lead. English HLTAs. All staff awareness and intervention through school RWCM policy. Success if students reach or exceed expected level by the end of term 6 Year 7.
Mathematics support. (second in Mathematics and the closing the gap lead.	Continuing/a dapted.	The development of numeracy and maths skills is a whole school focus. Assessment scores are collected for every pupil in every year. These are carefully tracked and monitored across the school. Needs analysis completed each term to determine appropriate intervention. One to one and group interventions to take place for the most vulnerable cohorts.	If successful this will allow learners to improve their achievement in numeracy based subjects.	Head of Maths, 2 nd in Maths and closing the gap lead. Maths HLTAs. All staff awareness and intervention through school RWCM policy. Success if students reach or exceed expected level by the end of term 6 Year 7.

Vocabulary Intervention	Continuing	Vocabulary programme that takes place during one English lesson per fortnight. Specifically designed to raise students reading and vocabulary level.	If successful pupils reading and vocabulary level will move up significantly during the course of each academic year.	This will be monitored by the Head of English. Success if catch up premium pupils reach or exceed expected level by the end of Year 7.
Guided reading programme	Continuing	Year 7 programme that allows catch up premium student skills to develop their reading skills in a small group environment. Termly extraction for one lesson per week. Delivered by TA's	If successful pupils reading level will move up significantly by the end of the programme.	This will be monitored by the SENCO. Success if catch up premium pupils reach expected level by the end of Year 7.
PiXL Catch Up	Continuing	Aimed at readers below level 4 and targeted at Catch up PP	If successful pupils reading level will move up by the end of the programme.	Monitored by SENCO. Success if catch up pupil premium reach expected level by the end of year 7.
ALK (active Literacy Kit)/Reading laboratory.	Continuing	Aimed at readers below level 4. Phonic work as part of a 12 week programme. 1:1/1:2 intensive literacy. Delivered as extraction by TA's.	If successful pupils reading level will move up by the end of the programme.	Monitored by SENCO. Success if catch up pupil premium reach expected level by the end of year 7.
Blending Intervention	Continuing	Vowel blending and spelling support. Aimed at years 7 and 8 with reading level below 4. Termly programme to be delivered by TA's. Implemented initially during term 4.	If successful pupils reading level will move up by the end of the programme.	Monitored by SENCO. Success if catch up pupil premium reach expected level by the end of year 7.
Dockside intervention with student services.	Continuing	Programme designed to help Year 7 pupils to develop their literacy skills and comprehension. Used with level 1 and 2 pupils.	If successful pupils will show considerable development in their reading level.	Monitored by SENCO. Success if catch up pupil premium reach level 4 by the end of year 7.
Rapid Maths Catch Up/ Numicon	Continuing	Access test covering level 1 – level 5. Pupils access resources based on outcome in base line test. Extraction with TA's and in conjunction with maths faculty. Termly programme. Numicon used as appropriate as a manipulative resource to help with number visualisation.	If successful pupils will show considerable development in their numeracy level.	Monitored by SENCO in conjunction with closing the gap lead in maths.
Quality first teaching.	Continuing	To include work scrutinies and observations that focus specifically on catch up premium pupils.	If successful all learners will experience a quality teaching experience that will allow them to achieve to their potential in literacy and numeracy. Whole school RWCM policy to support this.	Deputy Head Teaching and Learning, SLT, Heads of Learning through lesson observations. Success if Catch Up Premium learning walks show sufficient standards of quality first teaching throughout the year.

Catch Up Premium Distribution Funding

