

1. SUMMARY INFORMATION					
School	Corpus Christi Catholic College				
Academic Year	2017-2018	Total PP budget	£378,675	Date of most recent PP Review	June 2017
Total number of pupils		Number of pupils eligible for PP	405	Date for next internal review of this strategy	Nov 2018

2. CURRENT ATTAINMENT		
	Students Eligible for PP	Students not eligible for PP (national average)
% achieving 5 9-4 incl. EM	68%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	/	75.8% / 73.4%
Progress 8 score average	-0.28	0.12
Attainment 8 score average	40.08	52

3. BARRIERS TO FUTURE ATTAINMENT <i>(for students eligible for pp)</i>	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A	A large number of our PP Students have EBD including difficulties with social skills.
B	Many of our PP students arrive at school without correct uniform and without eating breakfast before leaving home in the morning
C	Many of our PP students require access to counselling/ mentoring programmes in order for them to access mainstream lessons
D	Incidents of not completing homework and behaviour issues are more frequent for PP students
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
A	Poor attendance rate of several students in PP cohort
B	Lack of parental support for some PP students

4. DESIRED OUTCOMES <i>(desired outcomes and how they will be measured)</i>		Success criteria
A	Improved attendance of PP students	Attendance of PP Students in line with their peers
B	Reduce the number of behaviour/ homework incidents occurring for PP students	Behaviour data recorded on SIMS
C	Diminish the difference between the attainment and progress of PP students and their peers	P8 measured to "national others"
D	PP students' progress in all individual subjects to be in line with that of national others.	Individual P8 scores of subjects.
E	Raise aspirations of PP students so that their destinations after KS4 are similar to those of their peers.	Destinations data/ NEET Figures

5. PLANNED EXPENDITURE					
Academic year		£447,000			
A. Quality of Teaching for All					
Desired outcome	Chosen action / approach	Rationale/ Detail	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure that the progress of our PP students is maximised through high quality everyday teaching	Individual teachers able to bid for PP funding to aid T&L in the classroom	Individual members of teaching staff have applied for, and received, bids of up to £20 to trial new ideas in teaching and learning, with a particular focus on raising the attainment of our disadvantaged students.	Learning walks/ student voice/ lesson study observations	DM	November 2018
Ensure that the progress of our PP students is maximised through high quality everyday teaching	Deputy Principal responsible for teaching and learning	The college employs a Deputy Principal who has overall responsibility for the teaching and learning of all students, with a particular focus on raising the achievement and progress of PP students.	Learning walks/ student voice/ lesson study observations	DM	November 2018
Additional Spending (compared to last year)					£24,000

B. Targeted Support

Desired outcome	Chosen action / approach	Rationale/ Detail	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure all KS4 PP students have a suitable place for independent study to maximise their progress/ attainment.	5pm Revision Room for selected PP students	All students eligible for the Pupil Premium will have the option of a supervised (by a member of SLT), quiet room to complete homework/ revise until 5pm each evening after college. Although this option will be available to all PP students, those who are particularly underachieving may be directed to attend as often as possible	Monitoring of behaviour logs for homework and progress of students across the assessment points in KS4.	PJ/ AK	November 2018
To ensure the progress of PP students in Maths and English is in line with that of their peers.	Maths and English Intervention forms	In Years 10 and 11 two registration groups, per year, have been created to aid Pupil Premium students who require additional support in order to achieve their full potential. These forms are staffed by experienced specialists who informally mentor the students as well as delivering extra English/ Maths during daily form time.	Students voice/ assessment point progress data/ learning walks	AK/ RS/ CRD	November 2018
Additional Spending (compared to last year)					£6000

C. Other Approaches					
Desired outcome	Chosen action / approach	Rationale/ Detail	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To minimise any financial barriers to PP students attending trips or extra curricular activities	PP funding used to increase number of enrichments/ non academic experiences available to PP students in school	Departments have applied for, and received, funding to contribute towards any costs involved in students attending trips or other extra-curricular activities to ensure that financial constraints are not a barrier to students experiencing a rich and diverse curriculum.	Tracking of financial spends/ student voice	PJ	November 2018
To reduce the difference in attendance between PP students and their peers.	School Minibus to assist attendance team	The college minibus is used daily to collect students who are known to have barriers to attending college. The Attendance Officer, and other support staff, visit homes each morning to ensure our most vulnerable students attend college as often as possible. The mini bus is also available to parents who may require assistance in travelling to college for Parent's Evenings and meeting with staff.	Monitoring of attendance figures	AK/ LW/ Year managers	November 2018
Minimise the difference in progress and attainment between PP students and their peers	Assistant Principal responsible for PP	The college employs an Assistant Head-teacher responsible for "Personalised Learning" to ensure the needs and weaknesses of any students from a disadvantaged background (as well as those with SEND/ EAL factors) are met.	Monitoring of student progress over each assessment point		November 2018
Additional Spending (compared to last year)					£30,000

6. REVIEW OF EXPENDITURE

Previous Academic Year

A. Quality of Teaching for All

Desired outcome	Chosen action / approach	Detail	Estimated impact /Lessons learned (and whether you will continue with this approach)	Cost
Ensure that all PP students are equipped and ready to learn in all lessons	Overcoming Physical Barriers to learning	Students eligible for the Pupil Premium have been given physical resources such as calculators, revision guides, workbooks and materials to help with revision to ensure that financial constraints have not become a barrier to exam preparation.	Fewer behaviour incidents for lack of equipment for PP students. We will continue to use this strategy moving forward	£2000
Ensure that all PP students experience high quality day to day teaching	Staff CPD	Staff receive regular CPD input on teaching and intervention strategies for maximising the progress of our disadvantaged students.	Positive feedback from learning walks/ formal observations. We will continue to use this strategy moving forward	£750 plus department time
Improve the attendance and experience of our most vulnerable and disadvantaged learners	Learning Support Unit	The LSU provides a nurturing, short term, environment for some of our most disadvantaged/ vulnerable students; for whom mainstream lessons may not be appropriate. It is staffed by two behaviour specialists who provide mentoring activities/ strategies as well as ensuring that work provided by teaching staff is delivered. The LSU plays a vital role in improving the	Difficult to measure impact without withdrawing the resource but anecdotal evidence suggests that students have responded well to the LSU and it has had a positive impact on attendance. We will continue to use this strategy moving forward	£49,500

B. Targeted Support

Desired outcome	Chosen action / approach	Detail	Estimated impact /Lessons learned (and whether you will continue with this approach)	Cost
Improve literacy and reading age of all PP learners	Lexia	All PP students are given a login to the Lexia website in order to practice and improve their reading during their time at CCCC. This is carefully monitored and books recommended accordingly by the school librarian.	All students who accessed Lexia improved their reading age over the course of the last academic year.	£3000
Minimise the difference in progress between our PP learners and their peers	Maths/ English Mentors/ Intervention workers	All Pupil Premium students who were struggling to fulfil their potential in Maths and English received 1-1 support in order to address any weaknesses they may have. This took place on a rolling basis of withdrawal from other subjects, or before/ after college depending on the student's individual circumstances. HLTA's also provided targeted support to PP students within mainstream lessons.	All students who received 1-1 tuition improved their Maths/ English grade from Dec Mocks to June however other subjects were impacted by students missing lessons so from Sept 2017 this intervention will take place after school.	£137,000
Improve the attendance of all learners, with a particular focus on PP students.	Attendance Officer	The college employed a designated attendance officer, who worked in a full time capacity to support parents and students to attend college. She monitored, tracked and provides intervention for students whose attendance drops below 95%. The attendance officer's focus lay primarily on Pupil Premium students.	Difficult to measure the impact without taking away this intervention but assumed to have had positive impact and tweaked to be continued over the coming academic year.	£25,500

<p>To ensure the progress of PP students in Maths and English is in line with that of their peers.</p>	<p>Private tuition for Maths and English</p>	<p>The college uses a local charity based organisation to purchase 1-1 tuition sessions for students. All LAC students receive at least 1 hour of Maths and English tuition per week (after college), with regular communication between subject teachers and tutors to ensure progress is tracked and sessions are targeted well. In addition to LAC students, many Pupil Premium students access these sessions during the college day as part of a bespoke approach to students' timetables.</p>	<p>All students who received 1-1 tuition improved their Maths/ English grade from Dec Mocks to June however other subjects were impacted by students missing lessons so from Sept 2017 this intervention will take place after school.</p>	<p>£17,100</p>
<p>Minimise the difference in progress between our PP learners and their peers</p>	<p>Half term/ Saturday revision sessions</p>	<p>In the run up to the GCSE exams in June 25, carefully chosen, PP students were chosen to attend revision days in school on Saturdays and during school holidays. Sessions were led by experienced staff from all departments as well as other subjects. The aim of this initiative was to ensure some of our most disadvantaged students were accessing</p>	<p>Difficult to measure the impact without taking away this intervention but assumed to have had positive impact and tweaked to be continued over the coming academic year.</p>	<p>£1500</p>
<p>Minimise the difference in progress between our PP learners and their peers</p>	<p>Revision days at Thorpe Park hotel</p>	<p>In the run up to the GCSE exams in June 25, carefully chosen, PP students were chosen to attend revision days at a local hotel. Sessions were led by experienced staff from the Maths and English departments as well as other subjects. Transport was provided and meals were provided throughout the day. The aim of this initiative was to ensure some of our most disadvantaged students were accessing revision resources/ staff in the run up to their exams as well as giving students an experience of a hotel/ restaurant environment; which some students had not experienced before.</p>	<p>P8 score of students who attended Thorpe Park intervention days suggests that this intervention had a positive impact on student attainment/ progress.</p>	<p>£5600</p>

Improve the attendance and experience of our most vulnerable and disadvantaged learners	Use of Offsite Provision	Offsite provision (Excel, elect, Hunslet Boys etc) is used as a carefully targeted intervention for a minority of pupils who severely struggle with mainstream education; either through attendance or behaviour. The offsite provision provides an alternative curriculum to ensure the needs of some of our most vulnerable learners are met.	Difficult to measure the impact without taking away this intervention (and the small sample size of students) but assumed to have had positive impact and tweaked to be continued over the coming academic year.	£96,000
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C. Other Approaches				
Desired outcome	Chosen action / approach	Detail	Estimated impact /Lessons learned (and whether you will continue with this approach)	Cost
Ensure that behaviour, and therefore exclusions, of PP students is in line with that of their peers.	Year Managers assisting Progress Leaders with behaviour and attendance	Each year Student Progress Leader was assisted by a Year Manager. Year managers, in particular, played a vital role in the engagement, behaviour and attitude to learning of students who come from disadvantaged backgrounds.	Difficult to measure the impact without taking away this intervention but assumed to have had positive impact and tweaked to be continued over the coming academic year.	£78,400
Improve parental engagement/ support for our PP students,	Extra phone call to PP students to improve parents evening attendance	Increasing the profile/ advertising for parent's evenings in order to increase the attendance of parents of Pupil Premium students. Assistance with transport and booking appointments will also be offered to remove as many barriers to attendance as possible.	Attendance of PP students at Parent's Evenings improved compared to previous years. This intervention will be continued over the coming academic year	Staff time (£100)
Ensure the aspirations of our PP students are in line with those of their peers.	TTP Programme	Programme ran by local charity to encourage students from disadvantaged backgrounds to stay in further education after GCSEs.	Feedback from TTP suggested that the vast majority of pupils continued to engage in programme after moving on to post 16 establishments. This intervention will be continued over the coming academic year	Refreshments / Travel/ resources. £200

<p>To minimise any financial barriers to PP students attending trips or extra-curricular activities</p>	<p>Peripatetic Music Lessons</p>	<p>The music department has accessed additional funding to subsidise the cost of peripatetic music lessons for Pupil Premium students to ensure that financial constraints are not a barrier to students experiencing a rich and diverse curriculum.</p>	<p>Evidence for PEP meetings suggests that this has had an impact on aspirations for several of our LAC students. This intervention will be continued over the coming academic year</p>	<p>£200</p>
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