

Pupil premium strategy statement Blessed George Napier School

1. Summary information					
School	Blessed George Napier Catholic School				
Academic Year	2019-2020	Total PP budget	96,000	Date of most recent PP Review	
Total number of pupils	861	Number of pupils eligible for PP	102 (12%)	Date for next internal review of this strategy (3 year plan)	2021

2. Most recent KS4 attainment – Summer 2019				
	BGN all pupils (2019)	BGN PP (2019)	National all (Data published in January '18)	National PP (Data published in January '18)
% achieving grade 4+ in English and Maths	69%	46%	72% BGN all 72% in 2018	Data not available
% achieving grade 5+ in English and Maths (Threshold)	52%	42%	40% BGN all 48% in 2018	Data not available
Progress in English element	+0.95	+0.06	0	Data not available
Progress in Maths element	+0.14	-0.33	0	Data not available
Progress 8 score average	+0.70	-0.09	0	-0.44
Attainment 8 score average	54	44	50	37

3. Barriers to future attainment (for pupils eligible for PP)	
Identified barriers	
A.	Numeracy
B.	Attendance
C.	Literacy
D.	Engagement in lessons/behaviour
E.	Access to resources to remove barriers

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria	
A.	Pupils to feel more confident and engaged in maths	Improved progress in maths	
B.	Use family support and pastoral team to work with pupils where attendance is an issue	Attendance rate for PP students continues to improve, less pupils <90%	
C.	Early identification of students with poor literacy and appropriate catchup implemented	English progress improves	
D.	Staff development and training so that inclusion of PP students improves	Less fte days recorded	
E.	Pupil premium students are fully equipped for school, including books, pens, revision guides, uniform) and they have financial help to access to trips/visits.	Improved engagement and attendance	
Planned expenditure			
Academic year		2019-2020	
Approaches to ensure: Quality of teaching for all, Targeted support and Other support			
Identified barriers to learning	Evidence based Approach	Expected Impact	Approximate Cost (rounded)
Attendance			
Although attendance overall is better than the national average, disadvantaged students tend to be over represented in the persistent absentee group (<90% attendance)	<ul style="list-style-type: none"> Attendance officer works closely with Heads of Year to ensure early intervention. Pastoral support for students to remove barriers Fr Hudson's Care Family support will work with families where appropriate. 	More parent contracts will be issued and the %PA will fall, especially for PP students	Family support £14,000
Literacy			
Data shows that PP students often have lower prior attainment in literacy and this gap can widen at secondary school	<ul style="list-style-type: none"> Small group intervention in KS3 with specialised HLTA, including reading comprehension strategies. Use GL assessment NGRT in Yr7 as a baseline reading test. Reading in form and literacy intervention (Lexia) to be implemented in 2020 Sound Education programme for all PP students (decoding text) 	Data will show improved reading age for students who have received intervention. GCSE progress in English will improve, increasing opportunities for PP students. Review success of reading interventions (Lexia) – reading ages should improve	£30,000
EAL specialist Language teaching	<ul style="list-style-type: none"> Increased student engagement and more rapid progress can be achieved when EAL students receive specific targeted support EAK+L teacher works with HoY to help increase parental engagement, especially in year 7 		

Numeracy			
Data shows that PP students often have lower prior attainment in numeracy and lack confidence in maths	<ul style="list-style-type: none"> • Small group intervention and support from specialist HLTA • The maths progress scores need to improve further and so in 2019-2010 the head of maths & SENCO will review the interventions used • External CPD – ‘Supporting students with SEND in the maths classroom’ • Intensive intervention over two days for small group prior to GCSE exams (PETxi) 	Data will show an improving attainment in maths for PP students across all year groups and at GCSE maths progress will improve increasing opportunities for PP students.	£15,500
Students at risk of exclusion from mainstream education due to unsafe behaviour			
Off Site Learning /Alternative provision Some students struggle to cope in mainstream schooling	<ul style="list-style-type: none"> • Alternative provision and Offsite Learning provides opportunity for a small number of students to remain on roll at school while being provided with a bespoke curriculum in small group settings which can meet their complex needs • Transport to/from alternative provision 	Prevents students becoming NEET and transition to post 16 placements can be carefully managed. Permanent exclusion is avoided leading to better & safer outcomes for young people	£25,000
Aspirations, Wellbeing and access to revision materials (some examples are listed but applications are considered on a case by case basis)			
Funding for school supplies, uniform, revision materials, residential and other school trips, Duke of Edinburgh and other extracurricular activities. Transport to alternative provision.	<ul style="list-style-type: none"> • School residential and day trips • Duke of Edinburgh • Shakespeare for Schools programme (£1000) • Revision materials and other school supplies as required • School uniform • Food/Breakfast club (£2,000) 	Impact can only be assessed by individual case studies. Overall progress of PP students will improve over time.	£12,000
Social & emotional difficulties			
Many students encounter difficulties which can impact their progress in school and PP students may need additional support at times.	<ul style="list-style-type: none"> • Strong pastoral support within school, including three pastoral support managers available throughout the day to support students • Close links with our resident school nurse • Close links with our local mental health team (Banbury CAMHs) • Use of Oxfordshire Hospital School to support students 	Well supported students can remain in school and make progress.	Costs met from main school budget
Total planned expenditure (rounded)			£96,500

5. Review of expenditure			
Previous Academic Year	2018-2019		
i. Quality of teaching for all			
Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Part of HLTA in English to support small group work and literacy catch-up in all years	HLTA facilitates early and targeted support - for example handwriting intervention for small groups for an intensive period. One to one interventions with literacy and oracy. The English approach to intervention has been successful.	Continue with same approach but increase focus on reading and literacy & reading. HLTA facilitates early and targeted support - for example handwriting intervention for small groups for an intensive period. One to one interventions with literacy and oracy.	
Literacy intervention for small groups of targeted students in all years	KS4 English progress +0.06		
Additional teaching hours from a polish language teacher who works with our EAL students	Data shows positive outcome for EAL students	Continue this approach	30k
Part of HLTA in Maths to support small group work and catch-up in all years	Targeted students are given support with maths so they can catch-up and develop confidence.	Progress in maths needs to improve further. Modify this approach	15.5k
PETxi maths intervention	This has been successful with most students improving by at least +1 grade between Mock and actual exam	Most students increased their grade by at least +1 grade following this intervention. Continue this approach	
Family Support workers	Two families received extensive support in the KS4 year group and progress improved mainly due to improved attendance. The family support workers support pupils and their families for year 7 to 11 on a rolling programme.	This support continues to have an extremely positive impact on pupils and their families.	12k

Alternative provision	The use of specialist small group alternative provision is used sparingly to prevent permanent exclusion. We have a good working relationship with our local provider, Meadowbrook College.	Individual students and also the whole year group benefit. Continue this approach.	25k
Funding for school supplies, uniform, revision materials, residential and other school trips, Duke of Edinburgh and other	This budget is managed by the PP coordinator and an application must be made by a teacher in advance of any activity being organised. All pupil premium students are strongly encouraged to take part in school trips and residential visits and other extracurricular activities such as Duke of Edinburgh. The PP fund also supports the Shakespeare in schools festival which states that its aim is <i>“to support young people to develop the confidence and life skills to achieve their personal best at school and develop the aspirations that they need to achieve in their future academic, personal and professional lives.”</i> PP students are given revision materials as required and they have help with purchase of school uniform if needed. The impact of this budget is that individual needs can be met on a case by case basis. This has led to improved attendance, behaviour and engagement. Individual case studies demonstrate the effectiveness of this individual pastoral approach.	This is an important part of the individualised support we offer pupils and it is very effective support. Continue this approach.	12k

