



ST IGNATIUS COLLEGE

Pupil Premium Strategy Statement

St Ignatius College Pupil Premium Strategy Statement

Summary Information	
School	St Ignatius College
Academic Year	2018 - 2019
Total number of students	1031
Number of pupils eligible for Pupil Premium	258
Total Pupil Premium Budget	£241, 530

Context

The Pupil Premium is additional funding paid to schools for students who are recorded as being eligible for Free School Meals in the last 6 years, who are Looked After or who have a parent serving in the armed forces. For the tax year 2017-2018, the college received £260,530 in Pupil Premium funding. Approximately 25% of our students at KS3 and KS4 are entitled to Pupil Premium.

Schools have the freedom to spend the Pupil Premium, which is additional to the main school's budget, in a way they think will best support the raising of attainment and improving the achievement of students attracting Pupil Premium funding. The Pupil Premium funding is provided to address the inequalities in achievement which exist between students who attract this funding and those who are from more affluent backgrounds. We are firmly committed to that principle and see it as a moral imperative to redress this inequality and ensure that our Pupil Premium students have the best life chances possible.

The performance tables which are published annually, compare the achievement of disadvantaged pupils covered by the Pupil Premium with other pupils.

Our Philosophy

We recognise that students who are entitled to the Pupil Premium are not a homogenous group and have a wide range of needs. Therefore, our aim is to address the individual needs of the students and to provide a range of interventions and resources, both physical and human, to address those needs. We expect all members of our school community to be committed to narrowing the gap in achievement and recognise that for this to happen Pupil Premium students need to make accelerated progress.



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Current Attainment and Progress

Our FSM/ Pupil Premium students make good progress in line with the national average. In

	Pupils eligible for PP	All pupils
Progress 8	-0.16	0.16
Eng Element	-0.18	0.18
Math Element	0.04	0.39
Ebacc Element	0.13	0.37
Open Element	-0.58	-0.21
Attainment 8	38.94	47.72
% achieving 9-5 inc. E & M	32.65%	49.39%

2018 the whole school Progress 8 score was 0.16 For our PP students the score was -0.16.

(Unvalidated data from the DfE)

Review of Last Year's Expenditure		
Key Initiatives & Actions	Impact	Evidence
<p>Quality of teaching for all based on the Pupil Premium First approach included class teachers questioning pupil premium students first, marking their books first and targeting them for any intervention or task first.</p>	<p>All teachers were aware of who their PP students were and planned their lessons accordingly.</p>	<p>Lesson observations Book looks Learning Walks</p>
<p>Targeted support for PP students in exams years included access to revision guides for every subject, after-school classes and mentoring. Analysis of data drops throughout the year identified key underachieving pupils for targeted interventions and ongoing monitoring of progress by subject leaders.</p>	<p>At KS3, more PP students were making expected progress than no-PP students. In Year 10 more PP students exceeded their targets than non-PP students. (GCSE results are above)</p>	<p>Intervention lists Internal data drops 2017 – 2018 exam results SL exam analysis</p>
Enrichment opportunities that targeted PP students first.		
<p>The Brilliant Club – a programme coordinated with top universities where more able, disadvantaged students are given the opportunities to attend university seminars and complete a dissertation. There</p>	<p>The Brilliant Club –Over the year the Year 10 students made good progress in English, history and RE. In Year 9 very good progress was made by all the students in RE, and in Year 12 the students made good progress in most of their subjects.</p>	<p>Impact report from The Brilliant Club</p>



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Review of Last Year's Expenditure		
Key Initiatives & Actions	Impact	Evidence
<p>were three groups one in Year 9, Year 10 and Year 12.</p> <p>The Reading Comprehension Programme targeted students in Year 7 with a reading age gap on entry into the school for a weekly comprehension-based intervention programme.</p> <p>Music Programme provided access to instrumental tuition for PP students. The aim was that, in learning an instrument over time, these students would develop greater self-belief and would become more active learners, consequently seeing improvements in their academic attainment.</p> <p>The Lead Learners Programme provided opportunities for targeted students in Years 7 & 8 who were at risk of underachievement and exclusion to develop key skills such as resilience and working co-operatively with others as well opportunities to show leadership skills. The programme included, weekly presentations, active involvement in workshops and 1-to1 mentoring where weekly targets were set.</p> <p>Pre- Options Evening was run for parents and pupils of targeted students in Year 9 to</p>	<p>The final dissertation submitted by the students at the end of the programme indicated that the best progress made was in Year 9 with 3 students being awarded a first. All but one student from Years 9, 10 and 12 achieved at least a 3 with most achieving a 2:2.</p> <p>The Reading Comprehension programme - Out of the 24 students who attended the programme only 4 with attendance issues did not make expected progress. Some students improved their reading age by three years, with one student achieving a reading age of 15+.</p> <p>Music Programme On average the PP cohort achieved an average of +1.45 levels of progress compared with an average of +0.95 for the whole of the year group.</p> <p>The Lead Learners Programme- the final trip for this group took place on 26th June where they celebrated the year. Out of the cohort, none were excluded and only 4 of the 24 students had more behaviour points than achievement points which was the opposite at the beginning of the programme.</p> <p>Pre- Options Evening – the options taken by the year 9 students indicated that many took similar</p>	<p>NFER test results</p> <p>Internal data Pastoral Report</p> <p>Lead Learners' Passports Behaviour reports Minutes of meetings End of Year Feedback from teachers Pupil evaluation</p> <p>Option choices Student and parent feedback</p>



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Review of Last Year's Expenditure		
Key Initiatives & Actions	Impact	Evidence
<p>empower both parents and pupils to become more actively involved with, and informed about, options.</p> <p>Pastoral intervention where LCs used their link meetings and meetings with the pastoral team to discuss PP pupils causing concern and identifying strategies to support students' wellbeing and progress.</p>	<p>subjects to the PP students from last year, but this year could articulate their reasons for doing so and how the subjects would prepare them for the next phase.</p> <p>Pastoral intervention From weekly reports, PP students remained over-represented in the following categories: poor punctuality and poor attendance.</p>	<p>Behaviour reports SLT meetings</p>

Our aims	
	Desired outcomes
A	PP students make similar progress to non-PP students
B	PP students will have reading and comprehension skills that allows them to successfully access the curriculum
C	PP students will attend school regularly, are punctual and not over-represented in exclusion figures

Barriers faced by some PP students in our school
<ul style="list-style-type: none"> • Lower levels of literacy on entry – reading age gap on entry into the school • Homework/ home-learning – challenges surrounding access to SMHW, opportunities to complete homework and lack of parental monitoring of homework • Undeveloped learning behaviours • Lower levels of attendance and punctuality • Our more able PP students are less likely to attempt challenging tasks

Planned Expenditure				
Quality of teaching for all				
Desired outcome	Chosen action/ approach	Evidence and rationale	Ensuring effectiveness of implementation	Planned review of implementation
Quality first teaching in all lessons	1. Pupil premium handbook	Information in bite-sized chunks and teaching strategies specific for our PP students that will	All teaching staff, including teaching assistants to receive a copy.	Feedback from teachers and SLs. Triangulating content where



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		enable staff to differentiate more effectively for this group of students.		possible with observation data/ book scrutiny.
	2. Book looks/ MBWA to focus on a range of abilities of PP students	To monitor and check the typicality of written feedback/ homework/ task completion/ literacy and THUD/ seating plan.	Senior and middle leaders to monitor and record observations	Ongoing feedback in SLT-SL link meetings
	3. Student profiles for all PP students in Year 7	Students outline what works well and what they consider to be barriers so that staff can use the information in their planning	All teaching staff to receive a copy	Book looks/ lesson observations and learning walks
	4. Lesson Observations	Specific reference in to PP students	Senior and middle leaders to record observations	Seating plans and lesson plans
Targeted support				
Desired outcome	Chosen action/ approach	Evidence and rationale	Ensuring effectiveness of implementation	Planned review of implementation
PP students to attend school regularly and are punctual and not over-represented in exclusion figures	Student Services Link Officer and Form Tutors to work with Learning Coordinators to identify students who are causing concern and put into place targeted intervention.	Learning Coordinators are able to identify students needing support and swiftly put into place interventions and notify parents of any concerns.	Monitoring and tracking of attendance, punctuality and exclusions by Learning Coordinators	Pastoral reports
Close the gap between PP and non-PP students in exam years	Regular feedback on targeted support in-class by Subject Leaders for PP students who	Class teachers use specific teaching strategies so that PP students can make at least expected progress.	Monitoring of internal data	Exam analysis from data drops



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	are at risk of underachieving.			
Close the gap between PP and non-PP students in Years 7 and 8	KS3 maths and English coordinators to work with targeted students in Year 7 and 8 for small group intervention.	To work with students who have been identified as having low levels in literacy and maths so that they are able to make good progress and catch up with their peers.	Subject Leader to monitor their progress	Progress data
Pupil wellbeing	Student Services Link Officer to meet weekly to mentor targeted students.	To identify students who need additional support and provide weekly mentoring. (Based upon 'Attachment Theory').	Monitoring of pastoral data	Half-termly reviews
Other approaches				
Desired outcome	Chosen action/ approach	Evidence and rationale	Ensuring effectiveness of implementation	Planned review of implementation
PP students complete their homework well	<p>1. Run a homework club for targeted students in Years 7, 8 and 9 using Year 12 mentors</p> <p>2. Provide parents of Year 7 pupils with a home-learning workshop so that they can help their sons develop their home-learning skills.</p>	Many PP students are given behaviour points for lack of homework. The club and home-learning workshop are designed to help the students develop highly effective home learning habits.	Monitoring of pastoral data.	Monitoring of pastoral reports and SMHW
PP students are well-prepared for their next phase	To organise presentations and group meetings with PP students looking at the options available at	Progress 8 score for pupils is lower than that of non-PP students at GCSE with fewer taking subjects such as languages.	Spreadsheet of option choices from the previous year. Attendance at presentations and student feedback.	Exam results and internal exam data



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	GCSE and A Level.			
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Further Information

If you think your son may be entitled to Free School Meals, we encourage parents to register so that St Ignatius College receives our maximum Pupil Premium entitlement.

Please contact the school office at enquires@st-ignatius.enfield.sch.uk if you need any advice on this. For more information on the Pupil Premium: www.education.gov.uk/schools/pupilsupport/premium

For more information about eligibility and applying for Free School Meals: <https://new.enfield.gov.uk/services/children-and-education/school-welfare-and-information/school-meals/>