



*Strong Alone, Unstoppable together!*



**Pupil Premium Plan**  
OLSC Students Never Disadvantaged

September 2016

Demand more... Inspire curiosity... Secure resilience to failure



## *Vision & Mission*

### **2016-2017 – For success, attitude is equally as important as ability...**

- All teachers and leaders have a thorough understanding of expectations, strategies and teaching of LA, MA and HA students and can inspire learning and progress that is at least at national expectations and working closely to achieve the Academy GPM.
- All curriculum areas and schools provide high quality teaching, behaviour for learning, attendance and can demonstrate that they are accurately and consistently assessing (providing evidence).
- All individual teachers, schools and curriculum areas plan effectively, teach to inspire curiosity and provide targeted interventions that clearly demonstrate students are working at their expected grade, regardless of LA, HA, MA, PP and other groups of learners.
- An Academy where we are consistently ambitious for our students and each other, where the outcomes for all students secure a positive future and they are able to safely / confidently take their place in society – ‘make a difference’
- Resources, quality of teaching, stakeholder support, Governance and detailed analysis drive the Academy to achieve the following in 2016-17:
  - ✓ Average GCSE grade C+
  - ✓ Progress 8 at 0.15
  - ✓ A’Level Average Grade at C+
  - ✓ Boy – Girl gap 8% or less
  - ✓ All gaps narrowed by half

**Safe Choices.... Excellent Outcomes... Inspiring and Prepared Teaching... Motivated Students... The greatest Will To Succeed**

**Demand more... Inspire curiosity... Secure resilience to failure**



# Our Lady & St Chad Catholic Academy – Pupil Premium Impact

An Academy within the Pope John XXIII Catholic Multi Academy Company



## Pupil Premium Academy Priorities - OLSC Students Never Disadvantaged

Foci	Priorities	What success will look like at OLSC
Teaching, Learning and Assessment	<ol style="list-style-type: none"> <li>All teaching is moving towards Outstanding.</li> <li>PP students learn beyond the classroom; resources are accessible and appropriately challenging (real world)</li> <li>Staff adopt a philosophy of 'a learning teacher is an outstanding teacher'.</li> <li>Marking is regular and accurate using new grade system</li> <li>Feedback and goal setting excites and inspires PP students</li> <li>PP students understand where they are, where they need to be and how to get there – aspirational; my life plan.</li> <li>Assessment 1 – 9 accurately embedded and understood by all stakeholders</li> <li>Reports reviewed and Parents of Disadvantaged students consulted.</li> </ol>	<p>PP children enjoy and engage in their lessons and want to participate in curriculum extra clubs in all subject areas, just as much as non-PP children.</p> <p>Students enjoy the challenge and reward of homework and private/independent study.</p> <p>Teachers are confident, regularly observe each other and share exciting ideas... professional conversations are evident throughout school., reflecting on how to differentiate their goal setting, feedback and pedagogy to encourage disadvantaged students.</p> <p>All lessons have a purpose, a short-term goal that is shared and understood.</p> <p>Changemaker Plan is embedded and strategies used by all staff to motivate boys / secure their GPM.</p> <p>Feedback to students will enable learners to be reflective and to improve on previous best</p> <p>Disadvantaged students can express where they want to be short term and medium term; and how to get there. Improved reports including individual on achievements and guidance on ways to improve in all subject area that motivate Disadvantaged students and families – they feel confident in the information they receive.</p>
Behaviour and Welfare	<ol style="list-style-type: none"> <li>Behaviour and Praise systems are equitable, are consistently applied and well communicated across all stakeholders, impacting on B4L.</li> <li>Students know what behaviour for learning looks like for them. Classroom teachers and leaders support students to access their private study and classroom study, Disadvantaged students feel well equipped for learning at the Academy and at home.</li> <li>All students have a 'Life Plan' that supports motivation and purpose.</li> <li>Attendance of disadvantaged students is at least as good as non-disadvantaged students at the Academy.</li> <li>PP students access eclipse and SAM learning (computer and internet access address by leadership).</li> </ol>	<p>All children receive praise and can describe what praise is, giving examples of the praise they have received. Praise is equitably applied by all staff at the Academy.</p> <p>Students are equipped for learning, ask questions, fully participate in learning and reflect on their feedback; gap tasks and PLC's are effectively used by all staff and children. Disadvantaged students are confident and eloquent at communicating orally during lessons.</p> <p>Students value the life journey they are on. They understand and feel motivated by the choices, opportunities ahead of them, regardless of their culture, gender, and financial settings.</p> <p>Staff regularly discuss and reflect careers, vocations and opportunities linking their subject to the real world and to adults who have succeeded disadvantaged situations in life.</p> <p>There are no patterns of sanctions that indicate Pupil Premium students are behaving less positively when compared to non-disadvantaged.</p> <p>Disadvantaged students play a vital role in the Academy's Leadership Academy and mentoring roles across the Multi Academy Company.</p>
Safeguarding	<ol style="list-style-type: none"> <li>All students and staff have a safe place and know how to access Safeguarding support, reporting and processes. Students do not accept that life cannot be BETTER, with more successful and safe outcomes.</li> <li>'Don't Walk On By' Philosophy is embedded.</li> <li>SG procedures are thorough and staff are aware of the increased likelihood of home settings and culture and SG issues.</li> </ol>	<p>All stakeholders report niggles and concerns surrounding the welfare of students. These are recorded effectively and rigorously and are acted upon promptly.</p> <p>All students know how to stay safe and how to report their worries / gain immediate help and support with a number of issues. For example, bullying.</p> <p>Increasing number of disadvantaged children report safeguarding issues and are trained as Peer Mentors to support others.</p>

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<p><b>Outcomes</b></p>	<ol style="list-style-type: none"> <li>All pupils understand their Good Progress Milestones and how to improve.</li> <li>All PP pupils make at least expected progress (3 levels) and the number achieving their GPM is comparable with non-disadvantaged students at the Academy.</li> <li>PP students at OLSC Academy is at least in line with National floor targets.</li> <li>HA, MA AND LA make expected progress and achieve grades as per vision, with the gaps between PP and non-PP being equitable.</li> <li>PP POST 16 students to exceed ALPS+1 targets, with no gaps between those successful in university application and course</li> <li>PP Post 16 to meet/exceed minimum requirements</li> </ol>	<p>Students and families know current progress and how this compares to expectations. Families of PP students attend Parental Information Events. House Tutors, subject staff, leaders and parents regularly discuss Progress with students.</p> <p>OLSC is on track to narrow the gap and exceed national floor targets. The Academy and all staff are highly reflective of their own performance and how to be even better for the children and families they serve; always learning.</p> <p>No individual or groups of learners fall behind the progress of the rest of the Academy.</p> <p>Teachers are clear of the minimum expectation for students that are HA, MA and LA, and provide targeted intervention and pedagogy to inspire and accelerate the progress of PP students.</p> <p>PP students can describe the intervention that they have received and the impact it has had.</p> <p>Appropriate curriculum/pathways for post 16 students to maximise outcomes and to widen career opportunities increasing University and apprenticeship applications.</p>
<p><b>Leadership and Management</b></p>	<ol style="list-style-type: none"> <li>All pupils and adults are leaders.</li> <li>School-Within-A-School Structure secures innovation, high standards and accountability at all levels, narrowing any gaps in performance between disadvantaged and non-disadvantaged young people.</li> <li>Accountability, support and training at all levels to secure positive Progress 8 and C+ average grade in all year groups and schools with a clear plan for PP students.</li> <li>Increase number of PP students in the Sixth Form – OLSC6</li> </ol>	<p>Leadership Academy’s and Inspiring Leaders courses support all staff and students to recognise their own leadership qualities. Staff and students know how to lead in a supportive and positive way. An atmosphere of ‘we all know our part and will play our part to the highest level’ is evident. Lower, Middle and Upper Schools share a deep community spirit that is a unifying bond. Schools compete against each other – outcomes, standards, sport, curriculum extra, awards and praise. Planning at all levels communicates the Academy’s WIG... Preparedness is evident! Leaders inspire each other and all stakeholders... The number of students applying for a place at the Academy continues to increase.</p> <p>All leaders can clearly explain the vision, Action Plan and WIG – with a clear understanding of the detailed additional support we are providing for our disadvantaged students.</p> <p><b>ADD...HELP</b></p>
<p><b>Catholic Values / Life</b></p>	<ol style="list-style-type: none"> <li>Children are makers of peace.</li> <li>MAC Virtues are understood and applied by all Academy community.</li> <li>Pupils have life skills to support Academy SMSVC and Virtues Educational outcomes.</li> <li>Christ is at the Centre of the community.</li> </ol>	<p>Students and staff are peaceful in their day-to-day work; avoiding conflict and adhering to ‘if you can’t find anything nice to say, you are not looking hard enough’.</p> <p>OLSC is happy and safe, where all feel valued and secure.</p> <p>Gospel values and Jesuit Virtues underpin the development of the whole person. Students and staff regularly and seamlessly refer to the Academies core values and ethos.</p> <p>Students and staff develop a spirituality; a relationship with God.</p>

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## Teaching, Learning and Assessment

Staff Knowledge... Targeted Planning (HA, MA, LA, PP, Boys)... Students are Challenged from Day one in Year 7... Specifications are thoroughly understood and reflected in lesson observations / teachers planning from Year 7.

Priorities	What Success will look like at OLSC	SMART Targets / Outcomes Year 1
<ol style="list-style-type: none"> <li>All teaching is moving towards Outstanding.</li> <li>PP students learn beyond the classroom; resources are accessible and appropriately challenging (real world)</li> <li>Staff adopt a philosophy of 'a learning teacher is an outstanding teacher'.</li> <li>Marking is regular and accurate using new grade system</li> <li>Feedback and goal setting excites and inspires PP students</li> <li>PP students understand where they are, where they need to be and how to get there – aspirational; my life plan.</li> <li>Assessment 1 – 9 accurately embedded and understood by all stakeholders</li> <li>Reports reviewed and Parents of Disadvantaged students consulted.</li> </ol>	<p>PP children enjoy and engage in their lessons and want to participate in curriculum extra clubs in all subject areas, just as much as non-PP children. Students enjoy the challenge and reward of homework and private/independent study.</p> <p>Teachers are confident, regularly observe each other and share exciting ideas... professional conversations are evident throughout school., reflecting on how to differentiate their goal setting, feedback and pedagogy to encourage disadvantaged students.</p> <p>All lessons have a purpose, a short-term goal that is shared and understood. Changemaker Plan is embedded and strategies used by all staff to motivate boys / secure their GPM.</p> <p>Feedback to students will enable learners to be reflective and to improve on previous best</p> <p>Disadvantaged students can express where they want to be short term and medium term; and how to get there. Improved reports including individual on achievements and guidance on ways to improve in all subject area that motivate Disadvantaged students and families – they feel confident in the information they receive.</p>	<ul style="list-style-type: none"> <li>100% lessons at least good with 70% outstanding</li> <li>100% participation in SAM learning</li> <li>CLAS activities in all subject areas</li> <li>Teacher support groups at every stage NQT, Middle, Leadership to impact on quality of teaching</li> <li>Gap between boys and girls progress narrows</li> <li>New reports including individual subject teacher advice</li> </ul>

Strategy	Personnel	Resources	Time Scale	Monitoring	Strategic Goals
Improved literacy in year 7 and SPAG across all year groups	LF	Catch up materials	October ongoing	BS	All year 7 catch up students accelerate progress through 1-2-1 & small group provision using English & maths teachers With English & maths mentors – all catch up students have accelerated progress
Increased use of collaborative learning to inspire curiosity and engage learners	All teachers	£1000 T&D support	Ongoing evaluated weekly	CLs	Students are engaged in their learning. Progress of disadvantaged increases. Introduction of KAGAN

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Planning – Lesson logs and lesson plans re-designed to focus on the teaching of PP students.	TE	Copied for Teacher Toolkits and on T-Drive	September	BS	All teachers plans reflect targeted planning and interventions for students abilities.
September training on planning for differentiation... with practical ideas emailed to staff weekly.	BS	£500 T&D	September	DH	Stakeholder voice and half termly assessments accurately reflect student progress in line with Academy targets. Lesson observations record differentiation as a strength and 90% Good+ Last school review 75% lessons observed as good. Increase in supply staff has had a negative impact in some lessons.
Provide high quality feedback to all students	All teachers	New marking stamps	September ongoing	MB	All teachers accurately mark using new grades and regularly provide advice to enable all groups of students to progress Book scrutiny in March
Provide homework and revision clubs CLAS	All teachers	Resources for CLAS	September ongoing	RH	Disadvantaged students increase use of SAM learning and attendance at revision/homework clubs resulting in improved performance in assessments/exams Disadvantaged students attended Nightclub on a regular basis
Accelerate progress in maths using intervention during HT time with maths teachers & appointing maths mentor	Maths teachers & mentor	Materials for HT time	September ongoing	DH	All disadvantaged students through 1-2-1 and small group provision make expected progress in maths Disadvantaged half a grade behind other students
Talent trail analysis to inform teachers of students interests and aspirations	MB		September 2016	TE	Lessons to be more engaging addressing the interests and aspirations of the students and to inform curriculum
Review curriculum model to maximise outcomes for PP students	LC		October 2016	MB	Disadvantaged students narrow gap with other students Curriculum model determined by DFE guidelines. KAGAN strategies introduced across the school to engage PP students following external school review.

## Communication with Stakeholders

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Student voice undertaken by all staff and CLs (half-termly)  
 Parental engagement evenings on assessment Parental engagement evenings for all year groups  
 Academy standard meetings

Total budgeted cost = £130,000

## Behaviour and Welfare

Priorities	What success will look like at OLSC	SMART Targets / Outcomes Year 1
<ol style="list-style-type: none"> <li>Behaviour and Praise systems are equitable, are consistently applied and well communicated across all stakeholders, impacting on B4L.</li> <li>Students know what behaviour for learning looks like for them. Classroom teachers and leaders support students to access their private study and classroom study, Disadvantaged students feel well equipped for learning at the Academy and at home.</li> <li>All students have a 'Life Plan' that supports motivation and purpose.</li> <li>Attendance of disadvantaged students is at least as good as non-disadvantaged students at the Academy.</li> <li>PP students access eclipse and SAM learning</li> </ol>	<p>All children receive praise and can describe what praise is, giving examples of the praise they have received. Praise is equitably applied by all staff at the Academy.</p> <p>Students are equipped for learning, ask questions, fully participate in learning and reflect on their feedback; gap tasks and PLC's are effectively used by all staff and children. Disadvantaged students are confident and eloquent at communicating orally during lessons. Students value the life journey they are on. They understand and feel motivated by the choices, opportunities ahead of them, regardless of their culture, gender, and financial settings.</p> <p>Staff regularly discuss and reflect careers, vocations and opportunities linking their subject to the real world and to adults who have succeeded disadvantaged situations in life.</p> <p>There are no patterns of sanctions that indicate Pupil Premium students are behaving less positively when compared to non-</p>	<ul style="list-style-type: none"> <li>Praise is applied consistently across each school – lower, middle and upper</li> <li>House competitions within each school linked to praise</li> <li>Progress = praise</li> <li>CEIAG events for every cohort</li> </ul>

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(computer and internet access address by leadership).	disadvantaged. Disadvantaged students play a vital role in the Academy's Leadership Academy and mentoring roles across the Multi Academy Company.	
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Strategies	Personnel	Resources	Time Scale	Monitoring	Strategic Goals
Development of the Academy Reflection Centre to reduce low level disruption and improve outcomes of Alternative Provision students	RH	£12,000 to include Base 25 support across schools	October 2016	LC	ARC students attendance is 97%+ and make expected progress <i>To be reconsidered during school expansion plans</i>
Changemakers (group of boys) to lead and mentor lower school students	BS	£2000 including peer mentor & first aid training	November 2016 ongoing	MB	Boys progress of identified cohort accelerates so that end of year targets are met <i>Some progress but still negative progress 8</i>
Student attendance peer mentors trained to support students with low attendance	RJ and KSL	£3000	Trained by Nov2016	PS	Attendance of disadvantaged students is at least 96%. PA for disadvantaged students decreases
My life plan developed for all students	MB	£1500	October 2016	TE,DH	WIG is achieved and attendance is 97%
'Breaking Barriers Plan' to support and drive boys aspirations and focus	BS	£3000 G.Wilson	October 2016	DH	Year 11 boys target group achieve a progress 8 score of 0 or better <i>Last year boys progress 8 = -0.21 Year 11 boys progress 8 = -0.15 Year 10 boys progress 8 = -0.17 Year 9 boys progress 8 = 0.21</i>

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Gary Wilson training termly	BS,PT	£1500	First session December 2016	TE	Boy – girl gap narrows to 8% 2017 9-4(EM) gap 6% 7% gap in years 11 & 10, 4% in year 9 New exams will provide an additional challenge to boys progress
Epraise system to be consistent and fair	RH	£2000	October 2016	LC	90% of parents access school cal and praise app
Targeted B4L programs for each school	PT		September 2016 onwards	RH	Disadvantaged students equipped and ready to learn
Targeted University/experience days	CD	£3000	October 2016 onwards	LC	Increased numbers of PP students at post 16 and onto university All PP students have successfully gained first choice places at University
Boxing clever – PP boys support program	PS		October 2016 onwards	RH	Reduce PA for PP students

## Communication with Stakeholders

Parental engagement evenings including CEIAG workshops  
Academy board meetings – Principal’s report  
Breaking barriers strategies shared with parents....Gary Wilson visit for families

Total budgeted cost = £87,000

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## Safeguarding

Priorities	What success will look like at OLS	SMART Targets / Outcomes Year 1
<ol style="list-style-type: none"> <li>All students and staff have a safe place and know how to access Safeguarding support, reporting and processes. Students do not accept that life cannot be BETTER, with more successful and safe outcomes.</li> <li>'Don't Walk On By' Philosophy is embedded.</li> <li>SG procedures are thorough and staff are aware of the increased likelihood of home settings and culture and SG issues.</li> </ol>	<p>All stakeholders report niggles and concerns surrounding the welfare of students. These are recorded effectively and rigorously and are acted upon promptly.</p> <p>All students know how to stay safe and how to report their worries / gain immediate help and support with a number of issues. For example, bullying.</p> <p>Increasing number of disadvantaged children report safeguarding issues and are trained as Peer Mentors to support others.</p>	<ul style="list-style-type: none"> <li>Case studies completed for all CP, CIN students</li> <li>Tree quad fire exit made secure</li> </ul>

Strategies	Personnel	Resources	Time Scale	Monitoring	Strategic Goals
Curriculum extra registers online, live and linked to fire ipad	RG-MB		September 2016	LC	Evaluate and monitor attendance at homework/revision/sport
Cross-curricular links with 'how to make safe choices'	LC	£5000	Invoking Passion Days per school	TE	Disadvantaged students make safer choices in and out of the Academy-stakeholder voice
First aid training for students	PS	£2000	November 2016	LC	All students achieve a level 1 and 25% a level 2
Peer mentor café available for all students	RJ, KSL	£1000	October 2016	PT	Disadvantaged students feel safe and have someone in school they can go to. Reduction in bullying and incidents of prejudice
Parents, students and staff are trained in online safety	LC-parents CD-students RB support	£1500	Ongoing – all students trained by December 2016	TE	Students achieve a qualification in online safety. Fewer sanctions in place for inappropriate use of ICT and new technologies

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School counsellor supports vulnerable students	PS	£12000	September 2016 ongoing	TE	Disadvantaged students feel safe
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<b>Communication with Stakeholders</b>
Parental engagement evenings Academy board meetings – site, health and safety Parental training links paid for by the Academy eg ESafety Training for parents School cal important messages and signposting MARF completed and fully communicated with parents when appropriate

Total budgeted cost = £25,000

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# Our Lady & St Chad Catholic Academy – Pupil Premium Impact

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## Outcomes for all learners

Priorities	What success will look like at OLSC	SMART Targets / Outcomes Year 1
<ol style="list-style-type: none"> <li>All pupils understand their Good Progress Milestones and how to improve.</li> <li>All PP pupils make at least expected progress (3 levels) and the number achieving their GPM is comparable with non-disadvantaged students at the Academy.</li> <li>Progress of PP students at OLSC Academy is at least in line with National floor targets.</li> <li>HA, MA AND LA make expected progress and achieve grades as per vision, with the gaps between PP and non-PP being equitable.</li> <li>PP POST 16 students to exceed ALPS+1 targets, with no gaps between those successful in university application and course</li> <li>PP Post 16 to meet/exceed minimum requirements</li> </ol>	<p>Students and families know current progress and how this compares to expectations. Families of PP students attend Parental Information Events. House Tutors, subject staff, leaders and parents regularly discuss Progress with students.</p> <p>OLSC is on track to narrow the gap and exceed national floor targets. The Academy and all staff are highly reflective of their own performance and how to be even better for the children and families they serve; always learning.</p> <p>No individual or groups of learners fall behind the progress of the rest of the Academy.</p> <p>Teachers are clear of the minimum expectation for students that are HA, MA and LA, and provide targeted intervention and pedagogy to inspire and accelerate the progress of PP students.</p> <p>PP students can describe the intervention that they have received and the impact it has had.</p> <p>Appropriate curriculum/pathways for post 16 students to maximise outcomes and to widen career opportunities increasing University and apprenticeship applications.</p>	<ul style="list-style-type: none"> <li>All students to meet expected progress using Good Progress Milestones</li> <li>Half term assessments shared with all stakeholders within 1 week</li> <li>Live data accessible to parents</li> <li>Disadvantaged students match the performance of other students</li> <li>Gap between boys and girls progress narrows</li> <li>High ability students exceed expected progress using GPM</li> <li>Meet the WIG</li> </ul>

Strategies	Personnel	Resources	Time Scale	Monitoring	Strategic Goals
Progress zones are evident in all curriculum areas and schools within-a-school	AKSL	£1000 per school	October 2016	MB,DH	75% of disadvantaged students are making expected progress in all subjects. Disadvantaged students Progress 8 score increased by 0.55 to -0.14

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Students have clear termly, end of year and end of year 11 targets	MB,DH	£500 printing	September 2016	DH,TE	Disadvantaged boy-girl gap reduces to 10% No gap between disadvantaged boys & girls. Boys 9-5(EM) +1%; Boys 9-4(EM) +2%. Boy-girl gap 6% 9-4(EM)
Careers advice for all students	HTs	Careers advisor cost	Ongoing	CD	No NEETS and WIG met All y11 students either staying on or attending college/alternative P16
'Breaking Barriers Plan' to support and drive boys aspirations and focus	BS	£3000 G.Wilson	October 2016	DH	Year 11 boys target group achieve a progress 8 score of 0 or better All boys improved progress 8 scores but still negative -0.15
Curriculum is mapped to maximize outcomes – ECDL, Finance & Hospitality	MB – ECDL & mapping LP – Hospitality KM - Finance	Exam entries £8000	Year 11 September onwards	DH, LC, TE & BOD	80% disadvantaged students on track for a positive progress 8 70% students making expected progress in bucket 2 in all schools Positive progress 8 predicted from 2018 onwards for disadvantaged students
SEND curriculum review	RC + external	£500	November 2016	DH	Improved progress of all disadvantaged SEND students SEN students progress 8 score has increased by 0.95 to -0.076
Compulsory revision for year 11	All staff	£100 per subject per school	Year 11 – September Year 10 – June 2017 All years – 2 weeks before internal exams	DH	75% disadvantaged students meet their termly and end of year targets in all subjects All students who regularly attended Nightclub achieved positive progress 8

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Private/silent study zones	CD, PS & KSL	£1000 per annum staff costs	October 2016 onwards	DH	WIG achieved 2017. Gaps narrow between disadvantaged and other students Despite lower KS2 APS for disadvantaged students – gap has narrowed for progress 8
Changemakers extends to years 9 & 10	BS, KSL & ASKL	£1000	January 2017	MB	Disadvantaged students gap is reduced to 0 Disadvantaged students predicted positive progress 8 from 2018 onwards
Literacy - SPaG Progression grid, literacy essentials, year 7 'Book Buzz' program	LF	£2000	September 2016 Nov 2016	DH	WIG achieved 2017, positive progress 8 Progress 8 = 0.036
Targeted 1-2-1 tutoring	DH PP champion Heads of School	GCSEPod £7000 Maths & English mentors	September 2016 onwards	TE – lower LC – middle DH - upper	75% disadvantaged students make expected progress in English and maths 1-2-1 tutoring enabled students to achieve standard passes but more should have achieved strong passes particularly in maths
Revision support – to provide all students with appropriate access to all revision resources including laptops	KSL, AKSL	Revision materials £3000	September onwards	DH	80% disadvantaged students achieve positive progress 8 60% disadvantaged students achieved positive progress 8. Case studies for DC, KA, NT, AH
Half-termly data analysis to include disadvantaged by ability	MB		October 2016 then half-termly	DH	Disadvantaged students to achieve a positive progress 8 score Improving trend for disadvantaged students

## Communication with Stakeholders

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- Half termly assessments posted home and emailed to parents
- Parental engagement & parent evenings
- House tutor/progress coaches reviews with students
- Assistant key stage leader reviews
- Academy standard meetings & principal's report

Total budgeted cost = £80,000

## Leadership and Management

Priorities	What success will look like at OLSC	SMART Targets / Outcomes Year 1
<ol style="list-style-type: none"> <li>1. All pupils and adults are leaders.</li> <li>2. School-Within-A-School Structure secures innovation, high standards and accountability at all levels, narrowing any gaps in performance between disadvantaged and non-disadvantaged young people.</li> <li>3. Accountability, support and training at all levels to secure <b>positive Progress 8 and C+ average</b> grade in all year groups and schools with a clear plan for PP students.</li> <li>4. Increase number of disadvantaged students in the Sixth Form – OLSC6</li> </ol>	<p>Leadership Academy's and Inspiring Leaders courses support all staff and students to recognise their own leadership qualities. Staff and students know how to lead in a supportive and positive way. An atmosphere of 'we all know our part and will play our part to the highest level' is evident.</p> <p>Lower, Middle and Upper Schools share a deep community spirit that is a unifying bond. Schools compete against each other – outcomes, standards, sport, curriculum extra, awards and praise.</p> <p>Planning at all levels communicates the Academy's WIG... Preparedness is evident!</p> <p>Leaders inspire each other and all stakeholders... The number of students applying for a place at the Academy continues to increase.</p> <p>All leaders can clearly explain the vision, Action Plan and WIG – with a clear understanding of the detailed additional support we are providing for our disadvantaged students.</p>	<ul style="list-style-type: none"> <li>• Post 16 leaders to promote House activities</li> <li>• Year 11 cohort to form part of the leadership team</li> <li>• School council impacts on standards (litter project?)</li> <li>• Use of peer mentors including peer mentor café.</li> </ul>

Strategies	Personnel	Resources	Time Scale	Monitoring	Strategic Goals
Create and embed a school-within-a-school structure. Behaviour & academic mentors to provide half-termly programs for PP students.	TE	£10000	September 2016	BOD	75% disadvantaged students make expected progress PP projects in all school having positive impact in progress in Core subjects

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Parental partnership meetings	LC	£200	September 2016 onwards	TE Academy Committee	Positive stakeholder voice for parents of disadvantaged students
Underperforming individuals, groups & patterns identified half-termly	MB	£3000 per school for additional intervention beyond plan	Half-termly	TE, DH	75% of students make expected progress. Gaps are narrowed to 8% for boy-girl gap for disadvantaged students Gap narrowed to 6% in 9-4(EM)
Termly data & progress external challenge meetings for each school	DH, MB	£1500	Termly	External S4S or LA	75% of students make expected progress. Gaps are narrowed to 8% for boy-girl gap for disadvantaged students Current data shows gaps narrowing in all year groups
War rooms updated identifying underperforming PP students	RC		September 2016 updated half-termly	LF	Student boards in all subject work rooms

## Communication with Stakeholders

Academy meetings involving leaders  
 Newsletter of events  
 School cal

Total budgeted cost = £20,000

Catholic Life and SMSVC

Priorities	What success will look like at OLSC	SMART Targets / Outcomes Year 1
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# Our Lady & St Chad Catholic Academy – Pupil Premium Impact



An Academy within the Pope John XXIII Catholic Multi Academy Company

<ol style="list-style-type: none"> <li>Children are makers of peace.</li> <li>MAC Virtues are understood and applied by all Academy community.</li> <li>Pupils have life skills to support Academy SMSVC and Virtues Educational outcomes.</li> <li>Christ is at the Centre of the community.</li> </ol>	<p>Students and staff are peaceful in their day-to-day work; avoiding conflict and adhering to 'if you can't find anything nice to say, you are not looking hard enough'.</p> <p>OLSC is happy and safe, where all feel valued and secure.</p> <p>Gospel values and Jesuit Virtues underpin the development of the whole person. Students and staff regularly and seamlessly refer to the Academies core values and ethos.</p> <p>Students and staff develop a spirituality; a relationship with God.</p>	<ul style="list-style-type: none"> <li>Reduced number of incidents involving conflict recorded on behaviour logs</li> <li>Epraise adapted for Gospel values and Jesuit virtues</li> <li>Improved access to chapel during social times</li> </ul>
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Strategies	Personnel	Resources	Time Scale	Monitoring	Strategic Goals
Peace Makers – all students are educated in how to be makers of peace	AH(BS)	£200	November 2016	TE	Reduced incidents by 40% of verbal or physical unkindness through behaviour monitoring
Virtues – celebrated, explained & rewarded every month	BS, HTs, HoS		Monthly from September	BS	Virtues fully understood by all students
Chapel availability for all students before exams	BS		December 2016 onwards	LC	All students to feel at ease when entering exam room New exams in English & maths had negative impact due to increased level of difficulty required in literacy
Reduce low level disruption in RE	BS		September 2016 onwards	LC	Teaching all good+, 40% outstanding. 75% disadvantaged students make expected progress in all RE groups. Improved RE outcomes at KS4 & excellent Section 48 report
Changemakers support liturgies	AH		Ongoing	BS	Increased respect, compassion & volunteering. No boy-girl gap for disadvantaged students in RE Girls performed better than boys

## Communication with Stakeholders

Demand more... Inspire curiosity... Secure resilience to failure



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Newsletter with religious calendar and planned Academy events also available on school cal  
Lower, middle and upper school liturgies inviting parents & Academy representatives

Total budgeted cost = £5800

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