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Pupil Premium Strategy 2018-2019

www.mariafidelis.camden.sch.uk

1. Summary information					
School	Maria Fidelis Catholic School				
Academic Year	2018/9	Total PP budget	£323,000	Date of most recent PP Review	Dec 18
Total number of pupils	745	No. of pupils eligible for PP	406	Date for next internal review of this strategy	Nov 19
2. Current attainment					
			Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
Progress 8 score average			-0.46		0.13
Attainment 8 score average			39.7		50.1

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	A greater proportion of disadvantaged pupils arrive at MFCS with lower levels of attainment in English and Maths than the national average
B.	A greater proportion of disadvantaged pupils do not make expected progress in years 7 to 11. Consequently, the progress of disadvantaged pupils is below the national average for all pupils.
C.	Lower educational aspirations amongst some disadvantaged children has resulted in lower levels of engagement with lessons and homework.

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Rising numbers of pupils with mental health issues, which disproportionately affects disadvantaged pupils
E.	Lower levels of parental engagement, expectations and resource. As a consequence, some pupils have lower levels of resilience and self-motivation.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	To close the achievement gap between all our disadvantaged pupils and all pupils nationally	Progress 8 score gap decreases from current 0.59
B.	To close the achievement gap between our more able disadvantaged pupils and all more able pupils nationally	Progress 8 score gap decreases from current 0.40
C.	Disadvantaged pupils participate more fully in the curriculum and in as many enrichment and extra-curricular activities as other pupils	There is no difference in attendance or outcomes between disadvantaged and other pupils.
D.	Disadvantaged pupils attend school as regularly as other pupils	There is no difference in attendance between disadvantaged and other pupils, and both are above national.
E.	Reduce the number of pupil premium pupils on fixed term exclusions	There is no difference in exclusion rates between disadvantaged and other pupils.

5. Review of expenditure

(£326,371 spent of £325,000 allocated)

Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Action	Intended outcome	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 £174,800
Whole school In class TA support	To close the achievement gap between all our disadvantaged pupils and all pupils nationally	This was an effective strategy for disadvantaged low and middle prior attaining pupils	Will continue for these students. Continue to use TA support to facilitate teacher lead intervention	2 x TA £66,000
Whole school one to one tuition – lunch & after school	To close the achievement gap between our more able disadvantaged pupils and all more able pupils nationally	This is an effective strategy for the pupils who engaged with it, where their progress was similar to other pupils.	All teaching staff to have performance of disadvantaged pupils as a performance management target.	48 x 30m 1 x M6 £52,000
GCSE Smaller classes in Maths & Science	To close the achievement gap between all our disadvantaged pupils and all pupils nationally	This was an effective strategy in Science, where pupils in these sets made the same progress as their peers	This strategy was less effective in Maths. We will continue, but review pupil groupings in Maths.	55% FTE M6 £28,400
Key Stage 3 Smaller class sizes for creative subjects	To close the achievement gap between all our disadvantaged pupils and all pupils nationally	This is an effective strategy where disadvantaged and other pupils make broadly the same progress.	This strategy will be continued.	55% FTE M6 £28,400

ii. Targeted support				
Action	Intended outcome	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 £89,975
Whole school SSO in charge of attendance	Disadvantaged pupils attend school as regularly as other pupils	Absence of disadvantaged pupils is better than the Camden average. There is still a 2% gap.	Continue to review absence procedures to further narrow the gap between disadvantaged and other pupils.	55% x 0.5 SSO £13,250
Whole school Catch up	To close the achievement gap between all our disadvantaged pupils and all pupils nationally	This was an effective strategy for disadvantaged low and middle prior attaining pupils	Disadvantaged high prior attaining made less than expected progress. Will continue for low and middle group.	55% x 0.5 TA £9,000
Whole school Homework club	To close the achievement gap between all our disadvantaged pupils and all pupils nationally	This was an effective strategy for disadvantaged low and middle prior attaining pupils	Disadvantaged high prior attaining made less than expected progress. Will continue for low and middle group.	55% x 0.5 TA £9,000
GCSE Additional vocational options	Disadvantaged pupils participate more fully in the curriculum and in as many enrichment and extra-curricular activities as other pupils	First year of 3-year strategy, so unable to evaluate yet.	Will continue	55% FTE £28,400
GCSE Saturday school	To close the achievement gap between our more able disadvantaged pupils and all more able pupils nationally	This was not an effective strategy for this group of pupils. Progress was not as good as expected.	Attendance by this group was good, but we will review the level of challenge and strategies used.	£8,000
GCSE Easter revision school	To close the achievement gap between all our disadvantaged pupils and all pupils nationally	This was an effective strategy for disadvantaged low and middle prior attaining pupils	Disadvantaged high prior attaining made less than expected progress. Will continue for low and middle group.	£8,000
GCSE Study skills workshop	To close the achievement gap between all our disadvantaged pupils and all pupils nationally	This was an effective strategy. Pupils reported higher levels of engagement with, and more effective use of revision.	Will run again next year	55% of £1,500 £825

Key Stage 3 St Patricks lunch club	Reduce the number of pupil premium pupils on fixed term exclusions	This was an effective strategy for our most vulnerable disadvantaged pupils, as those who attended had fewer exclusions	Will continue and consider strategies to make the club appealing to a wider range of disadvantaged pupils.	55% x 0.5 TA £9,000
Key Stage 3 Handwriting club	To close the achievement gap between all our disadvantaged pupils and all pupils nationally	This was not an effective strategy; pupils' handwriting has not significantly improved	Will consider an alternative approach with greater frequency, but for shorter time periods.	55% x 0.25 TA £4,500

iii. Other approaches				
Action	Intended outcome	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 £61,596
Whole school Prize Giving evening	To close the achievement gap between all our disadvantaged pupils and all pupils nationally	Very successful, disadvantaged pupils were well represented and therefore aspired to achieving.	This strategy will continue.	£3,000
Whole school Financial support (eg.uniform/books)	Disadvantaged pupils attend school as regularly as other pupils	Absence of disadvantaged pupils is better than the Camden average. There is still a 2% gap.	This strategy will continue.	£7,500
Whole school Subsidised trips and retreats	Disadvantaged pupils participate more fully in the curriculum and in as many enrichment and extra-curricular activities as other pupils	Successful. Disadvantaged pupils are able to participate in these activities without financial embarrassment.	This strategy will continue.	£4,500
Whole school Free instrumental lessons	Disadvantaged pupils participate more fully in the curriculum and in as many enrichment and extra-curricular activities as other pupils	Successful. Disadvantaged pupils are able to participate in instrumental lessons without financial embarrassment.	This strategy will continue.	£15,000
GCSE Duke of Edinburgh	Disadvantaged pupils participate more fully in the curriculum and in as many enrichment and extra-curricular activities as other pupils	All pupils successfully completed the expeditions.	Will continue. Some pupils did not complete the full award – will appoint a DofE coordinator to work on these.	£3000
Key Stage 3 Speech and language therapy	To close the achievement gap between all our disadvantaged pupils and all pupils nationally	All pupils (with the exception of 2) have made demonstrable progress in their language needs	Will continue. Some pupils need help with their personal organisation needs to gain the most from the sessions.	84 x £334 £28,056
MFL dept Vocab Express	Disadvantaged pupils participate more fully in the curriculum and in as many enrichment and extra-curricular activities as other pupils	Disadvantaged pupils have the same attainment in MFL subjects as other pupils.	This strategy will continue.	£540

6. Planned expenditure

Academic year

2018-2019

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Whole school In class TA support	To close the achievement gap between all our disadvantaged pupils and all pupils nationally Reduce the number of pupil premium pupils on fixed term exclusions	At present there is a gap between our disadvantaged pupils and our other pupils, and between our disadvantaged pupils and other pupils nationally.	Pupil voice meetings Three internal data analysis points per year Public exam results Analysing School Performance	G.Barrett B.Shaw	Nov 2019
Whole school one to one tuition – lunch & after school	To close the achievement gap between our more able disadvantaged pupils and all more able pupils nationally	This allows us to target intervention to specific individuals to address needs and misconceptions	Three internal data analysis points per year Pupil voice meetings	S.Masud C.Bagnall G.Barrett	Nov 2019
GCSE Smaller classes in Maths & Science	To close the achievement gap between all our disadvantaged pupils and all pupils nationally	The focus on these subjects will open more academic opportunities for these pupils, by improving Basics and EBacc outcomes	Three internal data analysis points per year Work scrutiny	H.Gill C.Coombes C.Gamble L.Chow	Nov 2019
Key Stage 3 Smaller class sizes for creative subjects	To close the achievement gap between all our disadvantaged pupils and all pupils nationally	Smaller class sizes enable us to deliver as rich a creative curriculum as possible for these pupils.	Work scrutiny Data analysis of pupils' option choices Internal data analysis	C.Bagnall C.Coombes	Nov 2019
Total budgeted cost					£175,000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Whole school SSO in charge of attendance	Disadvantaged pupils attend school as regularly as other pupils	To ensure that these pupils are not missing educational opportunities due to poor attendance	Disadvantaged pupils' attendance is as good as other pupils' attendance and higher than national Monitor attendance statistics First day absence calling	M.Anthony S.Mulryan	Nov 2019
Whole school Catch up	To close the achievement gap between all our disadvantaged pupils and all pupils nationally	Disadvantaged pupils are making poorer progress than others. These sessions provide targeted support and intervention.	Monitor attendance at sessions. Three internal data analysis points per year.	S.Masud C.Bagnall G.Barrett	Nov 2019
Whole school Homework club	To close the achievement gap between all our disadvantaged pupils and all pupils nationally	To give disadvantaged pupils the space and facility to complete their homework at school, where this might not be available at home.	Pupil voice meetings Three internal data analysis points per year	S.Masud C.Bagnall G.Barrett	Nov 2019
GCSE Additional vocational options	Disadvantaged pupils participate more fully in the curriculum and in as many enrichment and extra-curricular activities as other pupils	The curriculum is as personalised as possible and allows these pupils to make appropriate progress	Pupil voice meetings Work scrutiny Three internal data analysis points per year	C.Coombes M.Anthony	Nov 2019
GCSE Saturday school	To close the achievement gap between our more able disadvantaged pupils and all more able pupils nationally	Progress is poorest in the more able disadvantaged group. These sessions provide targeted support and intervention.	Monitor attendance at sessions. Three internal data analysis points per year.	S.Masud	Nov 2019
GCSE Easter revision school	To close the achievement gap between all our disadvantaged pupils and all pupils nationally	Disadvantaged pupils are making poorer progress than others. These sessions provide targeted support and intervention.	Monitor attendance at sessions. Three internal data analysis points per year.	S.Masud	Nov 2019

<p>GCSE Study skills workshop</p>	<p>To close the achievement gap between all our disadvantaged pupils and all pupils nationally</p>	<p>There is poorer parental interest in some of our disadvantaged pupils'. This session helps develop pupils' resilience and study skills.</p>	<p>Pupil voice meetings Three internal data analysis points per year.</p>	<p>S.Masud</p>	<p>Nov 2019</p>
<p>Key Stage 3 St Patricks lunch club</p>	<p>Reduce the number of pupil premium pupils on fixed term exclusions</p>	<p>There is poorer parental interest and poorly developed social skills in some of our disadvantaged pupils'. This facility provides these pupils with additional support at lunch time.</p>	<p>Exclusions in the disadvantaged pupil group are the same as other pupils, and lower than the national rate.</p>	<p>C.Bagnall G.Barrett</p>	<p>Nov 2019</p>
Total budgeted cost					£90,000

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Whole school Prize Giving evening	To close the achievement gap between our disadvantaged pupils and all pupils nationally	To raise aspirations and cultural capital of disadvantaged pupils	Parental engagement Pupil voice meetings	M.Anthony	Nov 2019
Whole school Financial support (eg.uniform/books)	Disadvantaged pupils attend school as regularly as other pupils	To ensure that these pupils are not missing educational opportunities due to a lack of financial resource	Monitor attendance First day absence calling	Student support officers and HOYs	Nov 2019
Whole school Free instrumental lessons	Disadvantaged pupils participate more fully in the curriculum and in as many enrichment and extra-curricular activities as other pupils	To ensure that a wide a curriculum offer as possible is accessible to these pupils, and raise their cultural capital	Disadvantaged pupils are proportionality represented in music lessons and at school events	C.Bagnall T.Imanishi	Nov 2019
Whole school (Female students) 'Free periods'	Disadvantaged pupils attend school as regularly as other pupils	To ensure that female pupils are not missing school because they are unable to manage their periods.	Monitor attendance First day absence calling	Student support officers and HOYs	Nov 2019
Whole school Subsidised trips and retreats	Disadvantaged pupils participate more fully in the curriculum and in as many enrichment and extra-curricular activities as other pupils	To ensure that a wide a curriculum offer as possible is accessible to disadvantaged pupils	Disadvantaged pupils are proportionality represented on school trips	Student support officers and HOYs	Nov 2019
GCSE Duke of Edinburgh	Disadvantaged pupils participate more fully in the curriculum and in as many enrichment and extra-curricular activities as other pupils	To raise aspirations and ensure that a wide a curriculum offer as possible is accessible to these pupils	Disadvantaged pupils are proportionality represented in the DofE presentation ceremony	N.Bukaty	Nov 2019
Key Stage 3 Speech and language therapy	To close the achievement gap between our disadvantaged pupils and all pupils nationally	To improve self-confidence and ensure that these pupils can access as much of the curriculum as possible.	Three internal data analysis points per year	G.Barrett B.Shaw J.Matthews	Nov 2019

Total budgeted cost

£60,000

7. Additional detail