

Pupil Premium update December 2016 in response to the review carried out by Mr M. Rowland October 2016

1. We ensure that all underperforming disadvantaged pupils from any year have a specific action plan in the subject area that they are not progressing as expected in.
2. We continue to strive to enlighten staff of the differences in Pupil Premium and Disadvantaged pupils, this is done via regular updates for all staff in morning briefings, greater awareness of disadvantaged via FSME6 in our schools management systems and constant referrals in communications.
3. We ensure that Pupil Premium pupils are not entered for fewer external examinations as a rule the case and students are treated as individuals and their best interests are always paramount to us.
4. We ensure that we constantly strive to secure high quality teaching and learning in all lessons – it is our number one aim. Lesson dips, observations, professional development opportunities and departmental reviews are all focussed on the quality of teaching and learning.
5. We have replaced low, middle and high learning objectives set by teachers each lesson with more aspirational terms such as “all will”, “some will” or have replaced using Blooms taxonomy of understanding, explaining and applying.
6. We have set up a process of internal professional development using teacher triads to share best practice with non-negotiable expectations for each classroom.
7. We have worked with all disadvantaged pupils to ascertain their barriers to learning and shared this report with staff for them to reflect upon and take actions over.
8. We have brought in external consultancy to work with some disadvantaged pupils to help them overcome some of their barriers with a particular reference to behaviour.
9. The Learning for Life Centre staff enhance the support for disadvantaged pupils with SEND.
10. We have looked, both inside and outside St. Boniface’s College, for support for the development of our Middle Leaders. This support has commenced.
11. We will be consulting with KS4 pupils via tutors to greater understand the anxieties some of them feel regarding our new assessment and marking policy and to help explain its rationale.
12. We are in the process of discussions with CAST to look to install a cashless catering system so that free school meals pupils will feel less anxious.

Please see below flow chart of actions involving Disadvantaged Pupils

Underperforming Disadvantaged Pupil Flow Chart.

Teacher indicates from formal assessment, 5 times a year, that pupil is in danger of underachieving compared to target, given a score of 1 for failing to make expected progress.



Teacher completes Action Plan – either individual card or spreadsheet that indicates barrier and actions that are needed to overcome. Action plan indicates success criteria and is timed for a maximum of 6 weeks. Constant review taking place over this period, KS4 pupils fortnightly review. Interventions both within and possibly out of classroom.



Next formal assessment point, score given to pupil for particular subject area. If still a 1 then new Action Plan formulated with different actions to address underperformance.

SMART in design, again max of 6 weeks, KS4 fortnightly impact review.



Process repeats for each assessment point.

For any Disadvantaged Pupil obtaining an average commitment to learning of below 3, satisfactory, tutor makes contact home.

All Disadvantaged Pupils receive contact home on a termly, 6 weeks, basis from the Form tutor immaterial of performance.