

Pupil premium strategy statement 2019/20

1. Summary information					
School	St Monica's RC High School				
Academic Year	2019/20	Total PP budget	£217,965	Date of most recent PP Review	Oct 18
Total number of pupils	1120	Number of pupils eligible for PP	191	Date for next internal review of this strategy	DEC 19

2. 2018/19 outcomes		
	Pupils eligible for PP 2019	Pupils not eligible for PP (Sisra Data Collaboration)
% Achieving 4+ English and Mathematics	64.5%	69.8 %
% Achieving 5+ English and Mathematics	38.7%	49.2%
% Achieving English Baccalaureate	16.1%	17.3 % (standard pass)
Progress 8 score average	0.227	0.122
Attainment 8 score average	45.94	51.22

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

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

A.	Poor reading skills of low ability disadvantaged boys inhibiting access to examinations.
B.	Poor quality of extended writing that is capping students fulfilling their potential in particular low ability disadvantaged boys.
C.	Low resilience and engagement of some middle ability and most able boys who are disadvantaged.
D.	Inconsistent quality of teaching across all subject areas, lack of awareness of latest pedagogy/ strategies to raise achievement of disadvantaged.

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

E.	Attendance and punctuality of disadvantaged students
F.	Lack of positive role models for some disadvantaged boys – in particular those who are middle ability and most able.

4. Desired outcomes – <u>THESE WILL BE TRACKED AND REPORTED ON THE DATES BELOW</u>		Success criteria
A.	Eradicate the gap between disadvantaged students' progress and the progress of other students, in particular reference to boys.	2020- Gap close to in school 'other' and progress remains above 'national other'

Current School Forecast Data – Key Stage 4 Gaps

	Oct 2019 Gap	Dec 2019 Gap	Feb 2020 Gap	April 2020 Gap	July 2020 Gap	Disadvantaged Progress 8 score remains above 0.2 over a three-year trend.
Year 11						
Year 10						
A/B	Students in Year 7 reach national expectations through the 1:1 tuition during breakfast / form periods. (Use of Accelerated Reader Programme to improve literacy levels of PP pupils.)					100% of students reach national expectations within academic year
Proportion of Year 7 students moving to meet National Expectations						
	Dec 2019	April 2020	July 2020	Additional staff trained to deliver catch-up programme. Delivered daily to identified students 8.40-9.00am		
	Numeracy – % of cohort meeting National Expectations Literacy – % of cohort meeting National Expectations	Numeracy – % of cohort meeting National Expectations Literacy – % of cohort meeting National Expectations				
C/D/E	Improve progress for middle ability and most able disadvantaged boys so their progress moves into line with other most able students nationally					2020 – Progress Gap between Most Able PP and Most Able nationally narrows further compared to 2019
	Oct 2019 Gap	Dec 2019 Gap	April 2020 Gap	June 2020 Gap	Cumulative Progress of Most Able PP students. Gap measures against 2019 Most Able Other students	
Yr 11						
Yr 10						
B.	Improvement in attendance so that disadvantaged group attendance moves into line with other students national average attendance					Improvement in attendance and reduce lateness to school of disadvantaged student half term to half term
	Oct 2019	Dec 2019	April 2020	June 2020	Show % Attendance for Disadvantaged students across each year group and then current gap to national averages. Tracked at each reporting point	
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5. Planned expenditure

Academic year	£217,965
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all – remove barriers A – D.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
Improved marking and diagnostic feedback with increased focus on PP students / BOYS.	Review school marking and feedback policy to ensure time built in for students to improve their work. PP students to have books marked first.	EEF toolkit outlines clearly that the biggest impact in terms of months of progress comes from the quality of feedback provided by the class teacher.	Line Management of Middle Leaders. Curriculum Manager work scrutiny Department moderation of marking SLT work scrutiny
Improved quality of teaching across all subjects by delivering effective modelling and scaffolding, targeted questioning and constant retrieval practice to ensure that our most disadvantaged pupils are able to make progress.	Use of 'No Notice' lesson observations to help teachers develop their practice. All staff to deliver Rosenshine's Principles of Instruction as part of their daily practice: Modelling / Scaffolding Retrieval practice Questioning	The biggest impact on student progress is ensuring the quality of teaching is strong and consistency over time will have an impact.	Line management of Middle Leaders, and consistent testing of the quality of teaching through learning walks, observation and work scrutiny triangulation.
Use of latest research in classroom practice to drive forward the quality of teaching and learning. To increase the engagement / progress of students.	Use of Teaching and Learning TLR postholders to lead on sharing latest research which identifies good practice and share with all subject areas. Improve the quality of practice in all teaching areas.	Developing a highly researched, forward thinking teaching and learning climate which demonstrates positive change in teaching methods to improve the engagement of students and their progress.	Line Management of Middle Leaders reporting on implementation of key principles of instruction in subject area. Monitoring of this strategy in practice showing impact on learning of students.

Improve and develop leadership at every level to ensure that whole staff professional development leads to improved outcomes for all pupils.	A range of appropriate leadership opportunities / CPD training made available each academic year to staff. Through St Patrick's Teaching School and 'in house' training sessions.	Effective Leadership is the key to improving student outcomes and there is a need to ensure a sustainable model of current and future leaders within school.	Review learning points after each CPD session and then build course learning into the appraisal cycle, alongside impact on outcomes.
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ii. Targeted support: Remove barriers A-I

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
Increased motivation and engagement of PP boys in each year group.	Key Staff to offer mentoring support to identified key boys in each year group. Use of inspirational speakers for key groups of pupils from @TalkingState	Large proportion of PP boys come from single parent families where there is no strong male role and limited parenting skills. Research suggests that one to one intervention/ support by dedicated member of staff can affect student	Line Management of pastoral middle leaders reporting on individual year groups. Use of data to ensure students are correctly targeted by Heads of Year for support over termly basis. Quality assurance of pastoral systems by SLT in line with other monitoring systems in school
Reduction in Instances of FTE , PX and Isolation for PP pupils, particularly boys.	Key staff member identified to support pastoral provision in KS3 and KS4 Key Staff member identified as Well-Being Officer	Clear routines and fair sanctions can reduce FTX	Line Management of pastoral officers reporting on individual year groups. Quality assurance of pastoral systems by SLT in line with other monitoring systems in school

<p>Improved attendance of our disadvantaged students.</p>	<p>Attendance officer focussing on PP students. Use of taxi costs for students. Use of attendance meetings to support students and their families. Use of family inclusion officer to provide parental support for key families.</p>	<p>Pupil with lower attendance achieve less well in the main than those with strong attendance.</p>	<p>Headteacher to monitor progress as per line management schedule. Review of attendance figures undertaken at SLT pastoral meeting. Use of league tables in school to promote importance of good attendance. Continue to build on attendance rates at below national 4.7% v 5.5% nationally.</p>
<p>Improved punctuality to school</p>	<p>Use of in school sanction for those students arriving late. Persistent absence to be recorded and linked to use of attendance clinics. Reasonable adjustments made as needed for unique cases.</p>	<p>Research suggests that challenging students at the start of the day leads to improved punctuality.</p>	<p>Rigorous pastoral management and updated support staff performance targets. Review of punctuality figures undertaken at fortnightly student well-being SLT meeting. Use of league tables in school to promote importance of good punctuality.</p>

<p>Improve the understanding of key literacy skills in relation to any gap in students' gaps in knowledge.</p>	<p>1-1 Tuition programme to be delivered during form periods to key pupils who have not met national standards in English.</p> <p>To focus on development of reading, writing and vocabulary building to ensure ALL pupils can appropriately access all areas of the curriculum.</p> <p>Use of NMC as 'Year 7 Catch Up Coordinator' to deliver literacy programme.</p>	<p>EEF suggests that 1-1 tutoring has an average impact of 5 months of learning.</p>	<p>Records of sessions to be kept and then students to be retested to check closing of knowledge and skill gaps using Accelerated Reader Programme.</p> <p>Introduction of additional meetings between tutor and English teacher to identify appropriate support is being offered/ key areas that require 1-1 support</p>
<p>Improved engagement of disadvantaged students by providing access to learning resource area.</p>	<p>Use of 'Harland's High Flyers' to incentivise PP students and improve success in subject areas.</p> <p>Rewards calendar shared with Year 11 in assemblies.</p>	<p>EEF research suggests that improving the quality and completion of classwork does have impact on improving progress.</p>	<p>Records of 'Harland's High Flyers' rewards kept in order to ensure all PP students are given the opportunity to be rewarded for improved subject performance</p>
<p><u>Expected itemised costings</u> <i>Inclusion Support Officer, Pastoral Manager 5 days and Assistant Pastoral Manager 3 days, Attendance Officer. TLR PP postholder. Learning Support Manager</i></p>		<p style="text-align: right;">£129,800</p>	
<p>iii. Other approaches</p>			

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	
Students are able to access counselling support relating to personal issues both in and out of school	Subscription to Relateen Counsellors service to to work with student and family (2 x 1 day per week)	The school believes this approach is in keeping with our distinctive Christian nature, and this is support has been invaluable when there have been personal issues that have affected students.	Counselling service made available for key students identified through self-referral and by Head of Year / member of SLT/ Behaviour support.	
End point intervention based on sharp pupil data	20 Year 11 PP students to attend PiXL Strive for 5 conferences during early part of Spring term 2.	Intensive small group focussed sessions has had an impact consistently in previous years and these events also help to improve student morale and focus.	1 member of staff will lead each event with an identified number of key students.	
Remove barriers for individual students on a case by case basis	Purchasing of resources to access curriculum areas. Funding of educational visits. Purchase of clothing Use of study support sessions.	Funding used on a 'need' basis e.g. purchase of resources to prepare for GCSE Art examination enables individual PP students to access subject on equal level with non PP students	Cost spreadsheet maintained by SLT member with breakdown of all funding requests.	
<u>Expected itemised costings</u> Relateen counsellor - £12,000. Individual funding requests / other resources/ extra-curricular opportunities £76,165		Total estimated budgeted cost		£ 88,165

6. Review of expenditure 2018/19				
i. Quality of teaching for all				
Desired outcome	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
'Good/outstanding teaching for all.'	Staff to differentiate accordingly for P.P. needs within their groups. Twilight INSET sessions took place in the first half term of 2018/2019 on: Differentiation/ Behaviour for Learning/ Effective	<p>Research indicates that high quality first teaching disproportionately benefits disadvantaged children (linked to EEF research).</p> <p>Improved PP score from 2018 -0.042 to 0.227 in 2019.</p> <p>However, improving quality of teaching and learning remains a main priority for the school.</p>	<p>Some evidence of some improved differentiation but still there is a need to develop this further. Lesson observations.</p> <p>Seating plan annotations. SLT/HOD learning walks.</p> <p>Improving quality of teaching and learning remains tantamount.</p>	£127,500
ii. 'Targeted Support'				
Desired outcome	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
'Year 11 disadvantaged students to be better supported in preparing for their GCSE exams.'	Live 'N' Learn revision sessions for Year 11 pp students.	<p>Improved overall outcomes for PP.</p> <p>Continue to set rigorous targets for PP progress and track sharply throughout the year.</p>	<p>Yes. Improved engagement of some PP students. Key boys progress improved from -0.9 in Spring to -0.2 in Summer. Improve follow-up throughout the year – Mentors to lead this. Very positive feedback from parents regarding the parents' session but it needs to be better promoted/ advertised for all parents.</p>	£2,394

'Continued improved progress of disadvantaged students in maths at GCSE (especially girls)'.	Continually analyse data and put in targeted small group interventions. Revision cards provided for disadvantaged students in year 9,10	Improvements seen in the performance of key pupils through targeted small group intervention organised by HOD. Maths PP P8 increased to 0.023 in 2019 from - 0.341 in 2018. Girls Maths PP P8 score increased in 2019 to 0.225 from 0.015 in 2018.	Continue to prioritise the needs of PP students across the school – focus again on boys.	£3,500 Revision cards.
'Support underachievers earlier by removing all barriers to learning.'	HOD Review P.P. Progress 3 times per year as per the data analysis form. Bidding system for staff to access PP funds.	E.E.F research states that early interventions have more impact. Individual barriers to learning identified by staff and PP pupils able to meet national thresholds for progress.	Continue to track and monitor the progress of PP pupils across the school. Data from Learning walks, data drops to be included as part of line management reviews.	£11,066
iii Other approaches				Cost – for targeted and other approaches £28,460
Desired outcome	Chosen action /			
Available counselling service in to support in year issues	Subscription to Relateen Counselling Service	This is used widely across the college with referrals made by Pastoral staff as well as self-referral requests made by students. It is used by <u>all students</u> not just PP students and has had a great deal of success with a long waiting list as a result.	This is a valuable service for all students and will continue next year.	£11,500

'Exclusion rates for disadvantaged pupils will reduce.'	Twilight sessions delivered to promote inclusive teaching 'Behaviour for Learning.'	Continued focus on behaviour for learning/ culture across the school especially for PP students and identified persistent absence ensured that key attainment thresholds were met. Attendance figures across the College continue to be the	Despite interventions, fixed term exclusions remained above national for PP students. (2017 /18 13.12% school v 5.72% national.) However, fixed term exclusion rates are reducing from September 2019. Priority remains to provide more 'inclusive' approach to all students.	
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7. Additional detail
<ul style="list-style-type: none"> <li data-bbox="168 786 1713 813">In this section you can annex or refer to additional information which you have used to inform the statement above. <p data-bbox="215 866 2179 970">The progress 8 score of disadvantaged students in 2018 was significantly above average for national average disadvantaged students and other students nationally. Decisions made on spending by the school are done in order to remove any and all barriers to learning for all students. Due to the pressure on funding of resources we continue to closely monitor performance and impact. The priority for 2019-2020 is to improve the progress of PP boys, in particular.</p> <p data-bbox="215 978 2056 1005">The Headteacher meets every Year 11 student for a 1-1 meeting twice during their final year in order to ensure that any barriers to learning can be identified.</p>

