

St. Mary's Catholic Academy Disadvantaged Pupils Strategy 2019-20

1. Summary information					
School	St Mary's Catholic Academy				
Academic Year	2019 -20	Total PP budget (April)		Date of most recent Disadvantaged Pupils Review	10/ 2019
Total number of pupils	1065	Number of pupils eligible for PP	358	Date for next internal review of this strategy	Feb 2020

2. Current attainment		
	Pupils eligible for the Pupil Premium	Pupils not eligible for the Pupil Premium
% achieving En/Ma \geq 5 (2019)	23%	Non PP = 45.6% Whole School = 38.6%
Progress 8 score	-0.68	Non PP = Whole School = -0.22
Attainment 8 score average	36.94	Non PP = 47.84 Whole School = 44.85

3. Barriers to future attainment	
In-school barriers	
A.	Levels of reading and recall limit the access to the curriculum and exam performance in all subjects and bands. Upper band pupils are identified as a priority focus.
B.	Social, emotional and practical barriers to learning for our disadvantaged pupils.
C.	Lack of opportunity to engage in learning outside school/in the home environment.
D.	The behaviour of some disadvantaged pupils is limiting access to learning and the curriculum.

External barriers	
E.	<p>The attendance and persistent absence of disadvantaged and specifically FSM pupils greatly impacts on pupils' learning.</p> <p>PP Attendance 2017-18 = 92.7% FSM Attendance 2017-18 = 91.1% PP PA 2017-18 = 20.9% FSM PA 2017-18 = 28.2%</p>
4. Desired outcomes	
A.	<p>All disadvantaged pupils make at least expected progress and are challenged to achieve a Progress 8 score of at least greater than national average PP P8.</p> <p>The % of high attaining disadvantaged pupils making at least expected progress increases. Target ranges express the FFT 20th and 5th Percentile target ranges to stretch and extend students aspirations. Reading and recall system implemented across all school phases.</p> <p>Performance of Disadvantaged students in GL assessment tests improves and gaps close in comparison to other students in the academy.</p>
Success criteria	
	<p>Reading data for disadvantaged students continues to improve and the gap to other students closes.</p> <p>A specific strategy for supporting students identified as behind expected progress in GL assessment tests in Maths< English and Science in place for Year 9.</p> <p>Disadvantaged pupils increasingly make at least expected progress and a greater number of pupils exceed targets.</p> <p>The P8 gap between Disadvantaged and not disadvantaged progress 8 to reduce and continue to reduce over time.</p>

<p>B.</p>	<p>Pupils' learning and knowledge is monitored and targeted through a whole school DAFITAL system to reduce gaps in learning and to improve teaching quality and impact.</p>	<p>The whole school DAFITAL process is further embedded to improve assessment, recording and reporting of all pupil performance throughout the year.</p> <p>Departmental DAFITAL recording sheets include specific reference to disadvantaged pupils with progress concerns.</p> <p>GL assessment data is used to target support at disadvantaged students in key stage three starting with a particular focus on Year 9.</p>
<p>B.</p>	<p>Pupils' social, emotional and practical barriers are identified and supported</p>	<p>Learning House PASS data is analysed. Additional ACEs data is added by learning house staff. Data is used to target support for students at most need from all cohorts but with an eye to disadvantaged students.</p> <p>A range of opportunities is established to meet the needs of disadvantaged students.</p> <p>Barriers for Y7 students are identified early in transition and a Y7 project focusing on upper band disadvantaged students is established.</p> <p>Support for disadvantaged students who are poor completers of home learning is established and planned with support available for parents.</p>
<p>C + D.</p>	<p>Improved opportunities to engage in learning outside school/in the home environment.</p> <p>To reduce the number of disadvantaged students reaching the higher stages of the B4L policy.</p>	<p>Interventions for disadvantaged pupils and their families are reviewed and the impact of these interventions is monitored.</p> <p>A simple system for homework with associated support and training introduced.</p> <p>An improved B4L system with CPD to support implementation in place.</p> <p>Improved staffing and support for disadvantaged high needs students who struggle with the impact of trauma in their lives.</p>



E.	To improve disadvantaged pupils' attendance levels and to reduce the incidence of persistent absence for disadvantaged pupils and specifically FSM pupils.	<p>Whole school focus on disadvantaged pupils' attendance and specifically PP / FSM PA attendance.</p> <p>Learning House Review documents to focus on strategies to address disadvantaged pupils' attendance issues.</p> <p>Disadvantaged pupils' attendance to improve from 2018 – 19 figures and be better than national average.</p>
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5. Planned expenditure

Academic year

2018 – 2019

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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	<p>Embedding the St Mary's Reading Canon.</p> <p>Incorporating key vocabulary and approaches to reading in lesson time</p>	<p>Developing and increasing pupil vocabulary allows greater understanding of text and examination materials.</p> <p>Better understanding of tier 2 and 3 vocabulary and approaches to reading subject specific texts will allow better access to qualifications like GCSE.</p>	<p>RJO to ensure that use of the literary canon continues consistently through Y7-10.</p> <p>CPD for staff in relation to vocabulary. SEEC and Freyer models evidenced in books at temperature checks, with coaching for staff who require it.</p>	RJO	Feb 2020 / Oct 2020

A	GL Assessment.	NGRT and GL Eng / Ma / Sc data allows targeting of pupils and national comparison data. Disadvantaged pupil analysis through KS3. Reading age information available to all class teachers.	GL Assessment for all KS3 pupils reviewed at whole school level. Support for HoDs in core subjects in targeting key students in Y9 baselines who give cause for concern and need support.	SEC	Feb 2020 / Oct 2020
A	Lexonix and Lexonic Leap – Sound Training	Evidence shows students accessing this programme make large gains in vocabulary knowledge as measured in WRAT scores.	Staff trained in Lexonic to ensure capacity for it to be delivered to all qualifying students. Staff trained in Lexonic leap with capacity for delivery to SEND students.	RJO	Feb 2020 / Oct 2020
A	Bedrock Learning.	Improving vocabulary and specific language will improve access to an increasingly complex curriculum. Improvements in Literacy will be reflected across all examination subjects.	Bedrock learning to become default home learning for all pupils. What is the effect on disadvantaged pupils studying the Bedrock programme?	KAR	Feb 2020 / Oct 2020

A	Disadvantaged Pupil Numeracy intervention teacher to support disadvantaged pupils in maths in KS4.	CPO to provide intervention for Y11 disadvantaged pupils in Maths. EEF toolkit suggests a positive impact for small group tuition and learning more focused to learners needs.	Attendance of revision support sessions as documented by Maths leadership team. Review points after mock exam data becomes available in Dec and March. What impact does the small group intervention sessions have on the students selected? Data available Sept 2020.	JDE	Feb 2020 / Oct 2020
A	TA Training to meet the specific needs of SEND/PP pupils in Numeracy and Literacy.	HDS to review the support for disadvantaged pupils who are also pupils with SEND. Ensuring that support is bespoke to pupils and specific to their needs. A particular focus on lexonic leap intervention for stanine 1-3 readers will take place this year.	HDS to attach appropriate PP / SEND pupils to TA's as appropriate.	HDS	Feb 2020 / Oct 2020
B	DAFITAL – Assessment data and targeted reteach focused on PP cohort and subgroup of high attaining disadvantaged pupils within departments.	The BEBCMAT has invested extensive CPD to implement a Trust wide framework for assessment, reviewing and reporting. Disadvantaged pupils are actively highlighted and their performance discussed at regular intervals in accordance with published subject assessment calendars QA'd by line managers.	RJO to lead the QA of the DAFITAL process from Sept 2019. CPD distributed throughout the year to allow deep analysis of pupil performance and continuous development of curricula.	RJO	Feb 2020 / Oct 2020

B	Development of disadvantaged pupils cohorts based on current performance from DAFITAL and Mock analysis.	Accurate data allows all relevant staff to review and reflect on the performance of their cohorts and relevant sub-groups. Disadvantaged pupil tracking and information will be further improved through the work of the Data Manager to build reliable and effective data structures for input and export.	RJO – To identify and target disadvantaged pupils at risk of not meeting their progress targets. Mock cycle 1 Nov 2019 and mock cycle 2 Feb/Mar 2020 Role of Data Manager to facilitate this process.	RJO	Feb 2020 / Oct 2020
B	Development of disadvantaged pupils' confidence and resilience through an effective transition process to include improved flow of information and summer school.	A deeper understanding of the issues affecting students and what strategies were effective in primary school will aid students' transition. Summer school will allow students to familiarise themselves to the building, form strong relationships with key staff and allow the bespoke packages of support to be developed.	Ensure there is appropriate funding for summer school. CMH to lead the project in her AHT role supported by a team of staff.	CMH	Feb 2020 Oct 2020
B	Introduction of a peer tutoring program to close gaps in learning for disadvantaged students in numeracy and literacy.	EEF review shows well managed peer tutoring programmes have a significant benefit for tutees and tutors. Students will also gain a potential mentor to assist them in their transition to high school	Ensure staff capacity to develop the project within Maths and English in addition to effective training for tutors through Human Utopia. CMH as AHT overseeing the project as part of her SLT role.	CMH	Feb 2020 Oct 2020

C/D	Pastoral Data for disadvantaged pupils produced for SLM/ HOH review cycle. Weekly report for FT.	All B4L, reward and attendance data to include PP information allowing for clear and continuous pastoral monitoring.	CBU – Reports generated from PARS. Senior Line Managers to explore key themes within data, spot any trends or patterns which need addressing, celebrate improvement and success and to plan interventions and actions which will support staff and pupils within each area.	PBR	Feb 2020 / Oct 2021
C/D/E	Form tutor mentoring prioritised for disadvantaged pupils.	Form tutors target disadvantaged pupils for suitable mentoring and build relationships with parents through the Learning House journey Yr7 – 11. Form tutors engaged in the B4L / Mentoring system to reduce impact of behaviour and low engagement of pupils.	PBR to review the consistency and impact of the Form Tutor mentoring process throughout 2019-20. Pupils prioritised by FSM PA / FSM / PP SEND / PP	PBR	Feb 2020 / Oct 2021
E	Weekly form tutor monitoring prioritised for all disadvantaged pupils with attendance concern.	Promotion of good attendance for all through school rewards and B4L Community Points. Targeted response for initial attendance concerns for disadvantaged pupils.	JLE to ensure FT intervention and monitoring of all disadvantaged pupils and specifically FSM PA pupils.	JLE	Feb 2019 / Oct 2019
Total budgeted cost tbc					

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Disadvantaged 2 x 10 intervention post mocks for Y11 students and for targeted Y9 students following analysis of GL assessment data.	<p>Middle and Upper band disadvantaged pupils are not engaging in a sustained and effective revision program. This leads to them failing to achieve their progress targets.</p> <p>B4L data suggest a group of pupils who despite maintaining good behaviour during Academy sessions are actually disengaged during home study.</p>	<p>Selected mentors to target Y11 and Y9 disadvantaged students through a 2x10 intervention at specific times during the year.</p> <p>Y11 around the two sets of mock exams and GCSEs.</p> <p>Y9 in the lead up to progress day and in the lead up to options.</p>	SEC	Feb 2020 / Oct 2020
A	RAP – Focus on PP pupils at RAP meetings to create targeted solutions for pupil groups.	<p>Data from subject head of departments identifies disadvantaged pupils with concerns.</p> <p>Pupils who engage with after school support can make significant improvement in their coursework grades and exam performance.</p>	MSE to lead additional coursework catch up and revision programmes for disadvantaged pupils identified in the RAP meetings.	MSE	Feb 2020 / Oct 2020
A	Curriculum offer reviewed for disadvantaged pupils underachieving in core subjects. (Yr 11)	In exceptional cases individual disadvantaged pupils may benefit from a bespoke curriculum focused on the areas of study where they are able to make progress.	MSE to review specific students' curriculum from December mock data following RAP meeting.	MSE	Feb 2020 / Oct 2020

A	Breakfast Maths group established to work with identified disadvantaged pupils cohort.	Breakfast maths to boost maths skills during morning form time (20min) CPO to lead sessions	JDE to form cohorts and review attendance and impact. Which pupils received additional support and what was the impact in their GCSE summer examination Maths data? Data available Sept 2019.	JDE	Feb 2020 / Oct 2020
A	Revision guides and revision planner software.	Disadvantaged pupils have access to quality revision materials. Departments ensure that all PP pupils have been provided with these materials where parents have not previously contributed.	HOD's to purchase and use revision texts to increase the effectiveness of disadvantaged pupil's exam performance. Which departments are utilising financial support to provide high quality resources for pupils?	SEC	Feb 2020 / Oct 2020
C/D	NLP counselling service used to support specific disadvantaged pupils.	Disadvantaged pupils are supported when difficulties with their mental, physical, emotional or spiritual health is affecting their learning. Bespoke sessions are tailored to each pupil's needs with cohorts organised through priority circumstances.	Roy Blake to support pupils through weekly mentoring sessions. PBR / JLE to discuss most suitable pupils. What is the impact for pupils participating in support?	JLE	Feb 2020 / Oct 2020
C / D	Disadvantaged pupils to receive additional follow up appointments for CEIAG	Careers professional to offer first then follow up additional appointment for all PP pupils. Aspirations and available local area pathway focus.	JLE to support CEIAG with two sessions offered for disadvantaged pupils.	JLE	Feb 2020 / Oct 2020

C/D	Learning House homework clubs to prioritise disadvantaged pupils who are identified as failing to complete homework pieces	<p>Pastoral Mangers and Head of House to review HWK data and support pupils by inviting students for reinduction.</p> <p>EFF evidence reflects that extending the school day may also often offer wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.</p>	SLM to review focus with HOH during half termly review cycle.	SLMs	Feb 2020 / Oct 2020
D	The Link Provision for pupils at severe risk of permanent exclusion.	<p>Disadvantaged students are supported to reduce the chance of exclusion in a bespoke facility within the school building.</p> <p>Link staff create plans to reintegrate pupils back into mainstream school on the successful completion of a period of time within the Link facility.</p>	Pupils who have accessed the link are prevented from being excluded from the Academy.	PBR	Feb 2020 / Oct 2020
E	EWO to support pupils and families of disadvantaged PA students.	Poor attendance reduces the attainment of pupils. Attendance procedures will be increasingly effective as consistency improves in identifying and tackling attendance concerns.	<p>All PMs to make first day contact with families of FSM PA / PP PA pupils / PP pupils.</p> <p>EM (EWO) to target disadvantaged FSM PA / PP PA / PP pupils with early response LOC1 and FastTrack applications through Legal Services.</p> <p>JLE half termly report to directors.</p>	JLE	Feb 2020 / Oct 2020

E	PM / HOH to prioritise disadvantaged pupils for other bespoke strategies to improve individual cases attendance.	Identify group most at risk of FSM PA and PP PA. Promote positive attendance through Learning House pastoral staff and create bespoke arrangements for identified cohorts.	JLE to work alongside HOH to direct PM's focus on disadvantaged attendance with the Learning Houses. What strategies have been implemented in each Learning House? Has attendance improved for these identified pupils? Has successful practice been disseminated throughout all pastoral teams?	JLE	Feb 2020 / Oct 2020
Total budgeted cost					£tbc

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Core subject booster activities. Water park etc.	EEF Evidence suggests outdoor and adventure learning can have a positive impact on learning. Visits are part activity and part revision, building relationships between peers and staff and focusing pupils on forthcoming study. Two very successful trips to the Water Park with Science and Maths in 2018 reflect the impact this can have.	Review by HOD on return and analysis of relevant data for cohort at end of academic year. Which PP pupils attended and what impact was evident in the summer GCSE examinations?	SEC	Feb 2020 / Oct 2020
C	HumanUtopia – Promoting disadvantaged pupils to raise social, emotional and practical barriers to their education and wider life.	Addressing a lack of engagement will help pupils make healthy and sustained decisions to make appropriate choices in their education and wider lives.	Year 9 Heroes – Disadvantaged pupils to be offered ‘Hero’ training to implement into sessions with Year 6 on a rolling program. Successful completion of transition week CMH	PBR	Feb 2020 / Oct 2020
C	Promote awareness of Pupil Premium funding at major school events and particularly transition meetings.	To ensure that all pupils entitled to additional funding are identified and supported. To ensure that the Academy receives appropriate funding to support all pupils.	RJO to promote the application process with parents at appropriate school evenings and progress days.	RJO	Feb 2020 / Oct 2020
C	Academy Extra subsidy for disadvantaged pupils.	Pupils engaged in extension activities, particularly at KS3 to extend the provision of support.	ELM to ensure marketing for Academy Extra extends offer for disadvantaged pupils to engage.	ELM	Feb 2020 / Oct 2020
C	Disadvantaged pupil support for extra-curricular activities.	Pupils offered opportunities which may be prohibitive to them due to financial pressures. Music lesson, arts trip, plays, sporting fixtures etc.	SEC manages individual subject requests for support for disadvantaged pupils.	SEC	Feb 2020 / Oct 2020

C	Uniform and equipment subsidies for disadvantaged pupils.	As appropriate to the individual need. Pupils are supported to maintain the very high standards of uniform at St Mary's so that all feel a sense of belonging and place.	SEC to manage applications	SEC	Feb 2020 / Oct 2020
C	Chromebook 50% disadvantaged pupil subsidiary to improve access to high quality personal ICT equipment.	To provide high quality hardware at a reduced cost to disadvantaged pupils. Pupils have the capability to complete homework and engage in class based activities on their own machine. Google apps reduce the ongoing cost of application software licences etc.	RJO to coordinate scheme through the BEBCMAT finance team, ICT technicians and parents.	RJO	Feb 2020 / Oct 2020
C	Breakfast contribution provided for all disadvantaged pupils.	All disadvantaged pupils allocated £1 on their accounts to allow them to purchase a breakfast prior to the start of the school day.	Aspens Caterers to ensure provision available for disadvantaged pupils to purchase items prior to the start of the school day.	SEC	Feb 2020 / Oct 2020
C / D / E	Primary visits made by SLT to ensure accurate information gathered to address transition and attendance concerns of disadvantaged pupils.	Each feeder primary school has an SLT leader attached to ensure a smooth transition of data for all and specifically disadvantaged pupils.	CMH to manage SLT staff visits during the transition period. Information is collated and distributed to relevant staff prior to the July Transition Week and September start.	CMH	Feb 2020 / Oct 2020
Total budgeted cost					tbc