

St Mary's Catholic Academy Disadvantaged Pupils Strategy Review 2017 -18 DRAFT

2018 Academic Performance Figures

	All	PP	Non PP	SEND	Non SEND	Male	Female	Upper	Middle	Low	LAC	EAL
Attainment 8	46.06	38.74	49.34	32.11	50.43	43.21	48.55	59.01	41.09	28.72	27.5	56.07
5 A*-C inc Eng & Ma (5+)	38.6%	23.0%	45.6%	10.6%	47.3%	34.8%	41.9%	71.0%	25.8%	0.0%	0.0%	43.5%
5 A*-C inc Eng & Ma (4+)	61.4%	41.0%	70.6%	29.8%	71.3%	59.8%	62.9%	92.8%	53.6%	8.3%	0.0%	65.2%
3 A*-A	20.8%	8.2%	26.5%	4.3%	26.0%	14.1%	26.7%	44.9%	8.2%	0.0%	0.0%	34.8%
EBACC	3.69	2.96	4.02	2.39	4.1	3.52	3.84	4.87	3.22	2.08	2.13	5.04

PP v NPP Headlines		
	PP	NPP
All	-0.49	0.07
Lower Band	0.18	0.15
Middle Band	-0.51	0.15
Upper Band	-0.99	-0.04
English	-0.37	-0.01
Maths	-0.66	-0.07
EBACC	-0.62	0.19
Open	-0.32	0.06

Year 11 PP Progress 8 score 2017 -0.70 Whole school -0.12

Year 11 PP Progress 8 score 2018 -0.49 Whole school -0.32

Attendance	%
Year 7 PP	94.8%
Year 7 NPP	97.0%
Year 7 PA	8.1%
Year 7 PA for PP	16.2%
Year 7 PA for non PP	4.2%
Year 8 PP	94.3%
Year 8 NPP	95.8%
Year 8 PA	8.4%
Year 8 PA for PP	14.5%
Year 8 PA for non PP	5.5%
Year 9 PP	92.4%
Year 9 NPP	96.0%
Year 9 PA	11.9%
Year 9 PA for PP	25.0%
Year 9 PA for non PP	5.1%
Year 10 PP	92.8%
Year 10 NPP	95.7%
Year 10 PA	9.7%
Year 10 PA for PP	22.4%
Year 10 PA for non PP	4.7%

Disadvantaged pupils' attendance increased to 93.3% (92.2% 2017/18)

Disadvantaged pupils' PA attendance fell to 19.8% (29.6% 2017/18)

Barriers identified in 2017-18 Disadvantaged Students Strategy**In-school barriers**

A.	Levels of reading and recall limit the access to the curriculum and exam performance in all subjects and bands. Continued promotion of Numeracy interventions to increase progress in core subjects.
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.	The attendance and persistent absence of disadvantaged and specifically FSM pupils greatly impacts on pupils' learning.
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Total budgeted costs

Quality of teaching for all: £107,535

Targeted support: £129,800

Other approaches: £72,500

Quality of Teaching

Research, design and introduce a system to improve the reading and recall of students across all phases of the Academy.

Literary canon designed and introduced for Sept 2018 in Years 7-10 and Yr12. Year 11 and 13 to use the curriculum time for retrieval practice and revision. NGRT data collected from online testing and distributed to all teaching staff. GL assessment CPD due Nov 2018.

Bedrock Learning

Bedrock Learning established as core vocabulary home learning for Year 7-10. Average pre-test PP score = 67, Average post-test PP score = 83.

Literacy project established to improve transition of key literacy concepts form KS2 to KS3

MCA successfully led the transition project. Feedback from review meeting Oct 2018 to inform changes for next academic year.

Peer reading program using HumanUtopia Heroes (Year 10)

All 67 disadvantaged pupils received Heroes training.

The peer reading program took place on a fortnightly basis and looked to target students in Year 8 who had a Reading Age below the expected standard based on the NGRT tests

Heroes organised a Harmony Camp for the Year 6s to experience a wide range of workshops, from Art and Food to Music and Sport.

Disadvantaged Pupil Numeracy intervention teacher to support disadvantaged pupils in maths in KS 4

SEPT 17 8PP students received small group withdrawal from CPO. 62.5% of this grouped passed their GCSE with grade 4 or better.

NOV 17 13PP students received small group withdrawal from CPO. 23% of this grouped passed their GCSE with grade 4 or better. 69% of these students improve their level by a level or more (from Nov mock to GCSE).

National Maths Partnership support including: HEM Catch up Maths KS2-3 and Hegarty Maths introduced and used as homework tool.

HEM Catch up Maths program embed .

Hegarty Maths introduced for all maths home learning in KS3. Support for pupils to access online portals through Chromebook Scheme subsidy for disadvantaged pupils and access to homework clubs targeting disadvantaged pupils.

KS1 to KS5 integrated Maths curriculum throughout BEBCMAT.

Curriculum embed.

TA Training to meet the specific needs of SEND/PP pupils in Numeracy and Literacy

SENDCO continuously monitors the support required for disadvantaged pupils with SEND support needs. One page profiles distributed to all staff.

DAFITAL – Assessment data and targeted reteach focused on PP cohort and subgroup of high attaining disadvantaged pupils within departments.

DAFITAL process now embedded. Teachers routinely review the performance of disadvantaged pupils in assessments. Departmental planning and priorities are derived from in-depth discussion within teams and parings. Senior Line Managers support Head of Departments to monitor and Quality Assure the DAFITAL process. Annual departmental performance is reviewed through the Headteacher.

Development of disadvantaged pupils cohorts based on current performance from DAFITAL and Mock analysis.

Mentoring groupings identified and led by SLT staff for disadvantaged pupils at risk of not achieving their progress targets. Groupings were created after November mocks and again after Spring mock examinations. This will be extended during 2018 with a group identified following Year 10 2018 data.

Pastoral Data for disadvantaged pupils produced for SHOLH / HOH review cycle. Weekly report for FT.

PARS reports collated and distributed weekly. HOH review cycle maintained half termly. Feedback via SHOLH to SLT half termly. Pastoral Summary to the Headteacher July 2018.

Form tutor mentoring prioritised for disadvantaged pupils.

The FT mentoring process established and prioritised for disadvantaged pupils. PARS records used to monitor consistency of the process.

Weekly form tutor monitoring prioritised for all disadvantaged pupils with attendance concern.

Form tutors conduct continual monitoring of pupils attendance. Disadvantaged pupils a priority concern for stage interventions and liaison with MPH / EWO.

Targeted Support

Aim Higher Group established

40 disadvantaged pupils invited to join the “Aim Higher” group. Pupils attended weekly sessions focussing on revisions skills and core subject support.

RAP – Focus on PP pupils at RAP meetings to create targeted solutions for pupil groups

All departments completed Raising Achievement Plans to include the core focus on disadvantaged pupils. RAP documents quality assured by the Headteacher.

Curriculum offer reviewed for disadvantaged pupils underachieving in core subjects. (Yr 11)

Disadvantaged pupils at risk of becoming a severe progress concern received additional bespoke curriculum time in core subjects and subjects where they could be supported to be successful. LINK provision through 2018-19 will support pupils at with an extreme progress concern.

Breakfast Maths group established to work with identified disadvantaged pupils cohort.

SEPT 17 4PP students attended breakfast maths. Students achieved grades 4, 5, 5 and 6.

NOV 17 another 4PP students attended breakfast maths. Students achieved grades 5, 5, 5 and 6.

April 18 another 4PP students attended breakfast maths. Students achieved grades 6, 6, 6 and 6.

Peer reading program to target disadvantaged students who are behind their chronological reading age.

This program was led by the HumanUtopia Heroes.

Revision guides and revision planner software

Upon request departments ensured that all disadvantaged pupils had access to the materials and revision texts that they required.

Behaviour Support Group with disadvantaged pupil focus

Bespoke behaviour support through the inclusion manager across all years. Sessions coordinated through JEM prior to a pupil's referral to the LINK provision.

NLP counselling service used to support specific disadvantaged pupils.

Pupils referred to NLP counselling service through JEM. Students received bespoke support as necessary.

Disadvantaged pupils to receive additional follow up appointments for CEIAG

All disadvantaged Year 11 pupils received an additional CEIAG appointment with our specialist provider. An identified group of disadvantaged pupils had an additional meeting after the publication of their final mock data with a focus on ensuring a clear pathway into further education or employment after summer 2018.

PGI – support of disadvantaged pupils at risk of reaching stage 5+ on B4L.

Pupils at risk of exclusion after failing their support plans received support by PGI prior to referral to the LINK.

Learning House homework clubs to prioritise disadvantaged pupils who are identified as failing to complete homework pieces (B4L points).

Pastoral Managers liaised with form teams to target disadvantaged pupils who regularly fail to complete home learning. During 2017-18 a register was trialled to increase the awareness and consistency of pupils attending the clubs. Further development of systems to monitor homework clubs is required through 2018-19.

The Link Provision for pupils at severe risk of permanent exclusion

Disadvantaged pupils at risk of permanent exclusion were supported by the LINK team. Pupils received a bespoke curriculum and alternative school day. Reintegration into the main school environment was supported and monitored by the LINK staff.

EWO to support pupils and families of disadvantaged PA students.

EWO weekly meetings reviewed all FSM and disadvantaged pupils' attendance concerns. Fasttrack, LOC1, LOC2, CMOC, Warning and Notice of Prosecution Letters issued when appropriate in liaison with MPH. Monitoring and recording of actions consistent across Learning Houses due to collective data systems.

PM / HOH to prioritise disadvantaged pupils for other bespoke strategies to improve individual cases attendance.

New letters introduced and monitored throughout the academic year. Small scale initiative trialled to target FSM absence using voucher rewards.

Other Approaches

Core subject booster activities.

Revision weekends with subsidised costs through departmental budget and direct application for financial support enabled disadvantaged pupils to engage in booster activities to the Waterpark.

HumanUtopia – Promoting disadvantaged pupils to raise social, emotional and practical barriers to their education and wider life.

HumanUtopia continued their work with pupils in the BEBCMAT trust across KS2 – KS4.

Year 11 – Futures Day

Year 10 All Year and Hero training for 67 disadvantaged pupils – Multi events as Heroes with Yr 6 BEBCMAT and partner primary schools including Transition Week 2018.

Year 8 – All Year and additional follow up sessions in half year groups.

Promote awareness of Pupil Premium funding at major school events and in particularly transition meetings.

EHO maintained areas at whole school events for parents. Digital systems now in place with office staff updating the FSM register automatically.

Academy Extra subsidy for disadvantaged pupils

Disadvantaged pupils receive a subsidy to encourage attendance at Academy Extra on Thursday evenings or Saturday mornings.

Disadvantaged pupil support for extra-curricular activities and Wonderful Week.

Individual support discussed to help disadvantaged pupils to access extra-curricular activities and Wonderful Week activities.

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.

Chromebook 50% disadvantaged pupil subsidiary to improve access to high quality personal ICT equipment.

33 pupils requested support to contribute into the scheme.

Breakfast contribution provided for all disadvantaged pupils.

All pupils received the allocation.

Primary visits made by SLT to ensure accurate information gathered to address transition and attendance concerns of disadvantaged pupils.

All visits completed.