

St. Mary's Catholic Academy Disadvantaged Pupils Strategy 2018-19

1. Summary information					
School	St Mary's Catholic Academy				
Academic Year	2018 -19	Total PP budget (April)	£274,970	Date of most recent Disadvantaged Pupils Review	10/ 2018
Total number of pupils	1030	Number of pupils eligible for PP	324	Date for next internal review of this strategy	Feb 2019

2. Current attainment		
	Pupils eligible for the Pupil Premium	Pupils not eligible for the Pupil Premium
% achieving En/Ma >= 5 (2018)	23%	Non PP = 45.6% Whole School = 38.6%
Progress 8 score	-0.49	Non PP = 0.07 Whole School = -0.1
Attainment 8 score average	38.74	Non PP = 49.34 Whole School = 46.06

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. The attendance and persistent absence of disadvantaged and specifically FSM pupils greatly impacts on pupils' learning.

PP Attendance 2017-18 = 93.3%

FSM Attendance 2017-18 = 92.5%

PP PA 2017-18 = 19.8%

FSM PA 2017-18 = 22.6%

4. Desired outcomes

Success criteria

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.

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.

2018 – Year 11

Numbers of pupils KS2 attainment banding

A.

Band	Total	PP	NPP	Ratio PP / NPP
Upper	69	12	57	1 : 5
Middle	97	37	60	1 : 2
Lower	24	10	14	1 : 1

*Based on available KS2 Data

Raising Achievement Plan system to improve reading and recall implemented across all phases. Priority focus through departmental planning on Upper band pupils within existing sub-groups.

Continued development of recent Numeracy interventions to target Maths throughout KS1-5.

Disadvantaged pupils increasingly make at least expected progress and a greater number of pupils exceed targets.

The P8 gap between PP and NPP Progress 8 to reduce and continue to reduce over time.

GL assessment used to track progress throughout KS3 cohort. Eng / Ma / Sc.

Sub-group analysis essential to all DAFITAL meetings.

Evidence will be produced from GCSE data in August 2019.

<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>Year 11 PP Progress 8 score 2017 -0.70 Year 11 PP Progress 8 score 2018 -0.49</p>
<p>C + D.</p>	<p>Pupils' social, emotional and practical barriers are identified and supported. Improved opportunities to engage in learning outside school/in the home environment. To reduce the number of disadvantaged students reaching stages 5 and above on the B4L system.</p>	<p>Learning House pastoral monitoring data is reviewed half termly to target specific pupils and groups of pupils for intervention. Deputy Headteacher Mr P Brown to coordinate pastoral support and monitoring.</p> <p>B4L data is used by Form Tutors to mentor all pupils and to engage with parents, guardians and external providers. B4L review of strategies and role of the Form Tutor established Sept 2017. Disadvantaged pupils to receive first mentoring appointments.</p> <p>The effectiveness and range of opportunities to reduce the barriers to learning increase. Interventions for disadvantaged pupils and their families are reviewed and the impact of these interventions is monitored.</p> <p>Best practice within pastoral and subject intervention is communicated across the academy. Financial support systems in place to encourage pupils to overcome barriers.</p>
<p>E.</p>	<p>To improve disadvantaged pupils' attendance levels and to reduce the incidence of persistent absence for disadvantaged pupils and specifically FSM pupils.</p>	<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 increase from 93.3% (92.2% 2017/18) and disadvantaged pupils' PA attendance to fall from 19.8% (29.6% 2017/18) The gap between PP (school) and National NPP closes. FSM cohort identified separately from whole PP group.</p>

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	Implementation of the St Mary's Reading Canon. Year 11 / 13 Revision Lessons introduced during reading canon time.	Developing and increasing pupil vocabulary allows greater understanding of text and examination materials. Specific time to self-quiz based on knowledge organisers. 4 times a week for 30min.	RJO to coordinate a 4 day reading lesson with form tutors in Years 7 -10 and 12. Six texts chosen for the canon. Strategies within sessions developed to target weaker readers and disadvantaged pupils. KO created by departments. FT training at CPD and briefings delivered to pupils via Yr 11 assemblies.	RJO	Feb 2019 / Oct 2019
A	NGRT and 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.	New Group Reading Test and GL Assessment for all KS3 pupils Sept 18. Data available from previous testing KS4.	MPH	Feb 2019 / Oct 2019
A	Lexonix and Lexonic Leap – Sound Training	Specific groups targeted for an intensive vocabulary support programme. Staff trained to deliver the programme in groups of 4. Lexonic Leap programme for pupils with additional vocabulary needs.	Training complete and lead identified to coordinate team and pupil groups.	RJO	Feb 2019 / Oct 2019



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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?	KEL	Feb 2019 / Oct 2019
A	Literacy project established to improve transition of key literacy concepts from KS2 to KS3.	Established as a trial in 2015 -16 and to be continued through 2018-19. MCA to create a Literacy group to provide resources and direction (with primary colleagues) on annual Literacy project to support pupils' transition from KS2 to KS3. Work completed in June / July will form the basis of the first unit of work at St Mary's Academy. EEF evidence suggests approaches to improve pupils' reading comprehension may lead to significant impact on their learning.	MCA to coordinate the project through the primary feeder network meetings established. MPH to report effectiveness and receive feedback from the Blackpool Catholic Primary Heads Forum.	MCA	Feb 2019 / Oct 2019
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 2019.	JDE	Feb 2019 / Oct 2019

A	National Maths Partnership support including: HEM Catch up Maths KS2-3 Hegarty Maths introduced and used as homework tool.	HEM embedding a bespoke BEBCMAT program to replace the passport Maths. Targeted bespoke programme to individual learner needs through KS2 data analysis.	Director of Maths to ensure the successful implementation of the programmes. Review of GL assessment data.	JDE	Feb 2019 / Oct 2019
A	KS1 to KS5 integrated Maths curriculum throughout BEBCMAT.	The BEBCMAT has implemented and embedded a spiral Maths curriculum through all years. This process is integral to the trust DAFITAL system of assessment and review. Work developed through the BSIB Network supports all HUB feeder primary schools.	Director of Maths to coordinate and implement the continuous dialogue within the BEBCMAT. Framework for Maths improvement evident.	SCO	Feb 2019 / Oct 2019
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. The EEF toolkit suggests that improvements in pupil attitude can be demonstrated through targeted TA support.	HDS to attach appropriate PP / SEND pupils to TA's as appropriate.	HDS	Feb 2019 / Oct 2019

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. Line managers ensure that disadvantaged pupil concerns are monitored and logged. Book reviews and book temperature checks to support this monitoring procedure. QA through senior line managers of DAFITAL actions implemented Sept 2018.	MPH to lead the QA of the DAFIAL process from Sept 2018. CPD distributed throughout the year to allow deep analysis of pupil performance and continuous development of curricula. Additional CPD time allocated for year 2018 – 19.	MPH	Feb 2019 / Oct 2019
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.	MPH – To identify and target disadvantaged pupils at risk of not meeting their progress targets. Mock cycle 1 Nov 2018 and mock cycle 2 Feb/Mar 2019. Role of Data Manager to facilitate this process.	MPH	Feb 2019 / Oct 2019
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.	MPH – 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.	MPH	Feb 2019 / Oct 2019



C/D/E	Form tutor mentoring prioritised for disadvantaged pupils.	<p>Form tutors target disadvantaged pupils for suitable mentoring and build relationships with parents through the Learning House journey Yr7 – 11.</p> <p>Form tutors engaged in the B4L / Mentoring system to reduce impact of behaviour and low engagement of pupils.</p>	<p>JLE to review the consistency and impact of the Form Tutor mentoring process throughout 2018-19.</p> <p>MPH - Development of defined monitoring system for academic year 2017-18.</p> <p>Pupils prioritised by FSM PA / FSM / PP SEND / PP</p>	JLE	Feb 2019 / Oct 2019
E	Weekly form tutor monitoring prioritised for all disadvantaged pupils with attendance concern.	<p>Promotion of good attendance for all through school rewards and B4L Community Points.</p> <p>Targeted response for initial attendance concerns for disadvantaged pupils.</p>	MPH to ensure FT intervention and monitoring of all disadvantaged pupils and specifically FSM PA pupils.	MPH	Feb 2019 / Oct 2019
Total budgeted cost £79,204					

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	Aim Higher Group established	<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>MPH / LWE to target a specific disadvantaged pupil group of pupils who are invited to stay after school to receive additional support and guidance on revision techniques and practical study tips. "Aim Higher"</p> <p>What is the impact of the pupils who engage in this support group activity in mock and Summer examination performance? Data available Spring 2018 / Summer 2019</p>	LWE	Feb 2019 / Oct 2019
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 2019 / Oct 2019
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.	<p>MSE to review specific students' curriculum from December mock data following RAP meeting.</p> <p>Which pupils had bespoke arrangements and what was the impact on their GCSE summer examination performance? Data available Sept 2019</p>	MSE	Feb 2019 / Oct 2019



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 2019 / Oct 2019
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?	MPH	Feb 2019 / Oct 2019
C/D	Behaviour Support Group with disadvantaged pupil focus.	Disadvantaged pupils at risk of reaching advanced levels of the B4L system to receive support from the inclusion room manager.	ANL – Establish support for disadvantaged pupils identified through B4L monitoring What is the impact of behaviour support for pupils who are selected to receive this support?	PBR	Feb 2019 / Oct 2019
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. MPH / JLE to discuss most suitable pupils. What is the impact for pupils participating in support?	MPH	Feb 2019 / Oct 2019

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 2019 / Oct 2019
C/D	PBR – support of disadvantaged pupils at risk of reaching stage 5+ on B4L.	Disadvantaged pupils at risk of failing their Pastoral Support Plan are engaged in a package of support through the coordination of PBR . This process ensures a reduced chance of exclusion and continued attendance within the Academy.	PBR to coordinate response to disadvantaged pupils at risk of reaching Stage 5+ on the B4L system. Engage with external agencies, provider, PIP support etc. Provide successful case studies where appropriate.	PBR	Feb 2019 / Oct 2019
C/D	Learning House homework clubs to prioritise disadvantaged pupils who are identified as failing to complete homework pieces (B4L points).	Pastoral Mangers and Head of House to review B4L data and support pupils by inviting those at risk of receiving further B4L points. 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.	SLM to review focus with HOH during half termly review cycle.	SLMs	Feb 2019 / Oct 2019
D	The Link Provision for pupils at severe risk of permanent exclusion.	Disadvantaged students are supported to reduce the chance of exclusion in a bespoke facility within the school building. Link staff create plans to reintegrate pupils back into mainstream school on the successful completion of a period of time within the Link facility.	Pupils who have accessed the link are prevented from being excluded from the Academy.	PBR	Feb 2019 / Oct 2019



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.	All PMs to make first day contact with families of FSM PA / PP PA pupils / PP pupils. EM (EWO) to target disadvantaged FSM PA / PP PA / PP pupils with early response LOC1 and FastTrack applications through Legal Services. PBR half termly report to directors.	PBR	Feb 2019 / Oct 2019
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.	PBR 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?	PBR	Feb 2019 / Oct 2019
Total budgeted cost					£117,472

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?	MPH	Feb 2019 / Oct 2019
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 – All disadvantaged pupils to be offered 'Hero' training to implement into sessions with Year 6 on a rolling program.. Successful completion of transition week (MPH)	PBR	Feb 2019 / Oct 2019
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	EHO to promote the application process with parents at appropriate school evenings and progress days.	EHO	Feb 2019 / Oct 2019
C	Academy Extra subsidy for disadvantaged pupils.	Pupils engaged in extension activities, particularly at KS3 to extend the provision of support.	EHO to ensure marketing for Academy Extra extends offer for disadvantaged pupils to engage.	EHO	Feb 2019 / Oct 2019
C	Disadvantaged pupil support for extra-curricular activities and wonderful week.	Pupils offered opportunities which may be prohibitive to them due to financial pressures. Music lesson, arts trip, plays, sporting fixtures etc.	MPH manages individual subject requests for support for disadvantaged pupils.	MPH	Feb 2019 / Oct 2019

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.	MPH to manage applications	MPH	Feb 2019 / Oct 2019
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.	MPH to coordinate scheme through the BEBCMAT finance team, ICT technicians and parents.	MPH	Feb 2019 / Oct 2019
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.	MPH	Feb 2019 / Oct 2019
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.	MPH 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.	MPH	Feb 2019 / Oct 2019
Total budgeted cost					£78,300