

St. Mary's Catholic Academy Disadvantaged Pupils Strategy 2016-17



1. Summary information					
School	St Mary's Catholic Academy				
Academic Year	2016 -17	Total PP budget	£303,875	Date of most recent Disadvantaged Pupils Review	9/2016
Total number of pupils	1070	Number of pupils eligible for PP	352	Date for next internal review of this strategy	Feb 2017
2. Current attainment					
			Pupils eligible for PP	Pupils not eligible for PP (national average)	
% achieving A* - C EM (2016)			37%	69%	
Progress 8 score average			-0.04 (National -0.32)	Whole school +0.08 (National 0)	
Attainment 8 score average			42.83 (National 40.83)	52.52	
3. Barriers to future attainment					
In-school barriers					
A.	Prior Attainment at KS2 and gaps in knowledge reduce the attainment of pupils.				
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 some students' access to the curriculum.				

External barriers

E. National data and data for the academy show clearly that attainment and progress are better for those pupils with good attendance. The attendance of disadvantaged pupils is in line with national figures, 92.8% compared to 92.7% for FSM and persistent absence is better than national average, 19% compared to 27.9%. However attendance figures still show a gap for non-disadvantaged students, 92.8% compared to 95.9% non-disadvantaged nationally with a similar pattern too for persistent absence (PA) figures, 19% of disadvantaged students with PA compared to 11% non-disadvantaged students nationally. A trend of an increasingly high percentage of disadvantaged pupils with persistent absence is a particular concern in years 9 and 10 for 2015-16.

4. Desired outcomes **Success criteria**

A. All disadvantaged pupils make at least expected progress and are challenged to achieve a Progress 8 score of at least 0.

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.

2016 – Year 11
Numbers of pupils in KS2 Attainment Banding (school).

Band	Total	PP	NPP	Ratio Rounded PP / NPP
Upper	57	8	49	1 : 6
Middle	96	30	66	5 : 11
Lower	46	26	20	5 : 4

Criteria published in the School Raising Achievement Plan 2016-17.

Disadvantaged pupils increasingly make at least expected progress and a greater number of pupils exceed targets. Disadvantaged pupils Progress 8 score to be at least 0 and the gap to reduce between PP and NPP Progress 8.

At least 50%+ of disadvantaged pupils to achieve 5+A*-CEM or equivalent.

Percentage of disadvantaged pupils attaining green or gold between the first available DAFITAL (baseline) and the summer DAFITAL increased in Y7 – 9.

Sub-group analysis to focus on progress of high attaining disadvantaged pupils (KS2).

Evidence will be produced from GCSE data in August. Key element of the RAP document of departments 2016-17 plans.

<p>B.</p>	<p>Pupils' learning and knowledge are 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 pupils' performance throughout the year. Investigate and monitor the new RAGG progress data through the year in Yr7-10.</p> <p>Review of departmental recording sheets to include specific reference to disadvantaged pupils with progress concerns.</p> <p>Year 11 PP Progress 8 score 2017.</p>
<p>C + D.</p>	<p>Pupils' social, emotional and practical barriers are identified and supported. Improved opportunity to engage in learning outside school/in the home environment. To reduce the number of disadvantaged students reaching stages 4 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. Senior Head of Learning House to report data to SLT half termly.</p> <p>B4L data is used by Form Tutors to mentor all pupils to support pupils and to engage with parents, guardians and external providers.</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 to across the academy.</p> <p>Monitoring of extra-curricular sporting activity to be trialled during 2016-17 in order to review participation by disadvantaged pupils.</p>
<p>E.</p>	<p>To improve disadvantaged pupils' attendance levels and to reduce the incidence of Persistent Absence for disadvantaged pupils.</p>	<p>Whole school focus on disadvantaged pupils' attendance and specifically PP PA attendance.</p> <p>Learning House RAP document to focus on strategies to address disadvantaged pupils' attendance issues.</p> <p>Disadvantaged pupils' attendance to increase from 92.8% and disadvantaged pupils' PA attendance to fall from 19% (FSM). The gap between PP (school) and National NPP closes.</p>

5. Planned expenditure

Academic year

2016 - 2017

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	Disadvantaged pupil Numeracy intervention teacher to support disadvantaged pupils in maths in KS 4.	CPO provided intervention to Y11 disadvantaged pupils in Maths (2015-16). Results for disadvantaged pupils have improved in terms of attainment and progress as indicated in the 2015-16 PP Review. EEF toolkit suggests a positive impact for small group tuition.	Attendance of revision support sessions as documented by Maths leadership team. Review points after mock exam data become available.	JDE	Feb 2017 / Sept 2017
A	National Maths Partnership support including: HEM Catch up Maths (Yr 7). Method Maths (Yr11) Consultancy Fees. JustMaths.	HEM has produced a replacement bespoke BEBCMAT program to replace the passport Maths. Manga High to focus on Years 7 + 8. Departmental evidence suggests that Method Maths was significant in the raising of attainment in 2015-16. Over 700 logins indicate the use by KS4 pupils last year. Just Maths – video skills to be reviewed throughout 2016-17.	Director of Maths to ensure the successful implementation of the programmes.	SCO	Feb 2017 / Sept 2017

A	Core Subject – KS3 PP Coordinators MA / EN / RS / SC .	Intervention and focus of departmental support for disadvantaged pupils to be driven by a Coordinator. This role will help to reduce gaps from occurring during years 7-9. Coordinators to ensure that all disadvantaged pupils' attainment is monitored so as to provide specific support for pupils identified as in danger of not making at least expected progress.	MPH to meet Coordinators half termly to review intervention and impact of each coordinator against RAGG reporting of progress. Each Coordinator to report the pupils targeted and strategies that they have utilised after each half term. MPH to continue links with PP Network and lead the development of the Core Subject PP Coordinator role.	MPH	Half termly
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 2017 / Sept 2017

A	<p>Assistant Headteacher (HEM) to coordinate numeracy across KS2 and KS3 targeted at the needs of PP pupils.</p> <p>Times Table Rock stars to develop basic skills in Yr 7 + 8.</p> <p>Numeracy Ninjas to consolidate basic skills.</p>	<p>The BEBCMAT has implemented and embedded a spiral Maths curriculum through all years.</p> <p>This process is integral to the trust DAFITAL system of assessment and review. Work developed through the Maths network of schools supports all feeder primary schools.</p>	<p>Director of Maths to coordinate and implement the continuous dialogue within the BEBCMAT.</p> <p>Heather Martin to work in collaboration with SCO and other Trust primaries.</p> <p>Cross Trust calculations policy including training for all trust staff.</p> <p>Transition improved with all SMCA staff visiting and leading maths lessons in primary. Raise Online used to identify personal gaps in KS2 assessment.</p>	SCO	Feb 2017 / Sept 2017
A	<p>Literacy project established to improve transition of key literacy concepts from KS2 to KS3.</p>	<p>Established as a trial in 2016-16 and to be continued through 2016-17. KEL 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.</p>	<p>KEL 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.</p>	KEL / MPH	Feb 2017 / Sept 2017

A	Specialist speakers to deliver content on meta-cognition, self-regulation and exam performance.	To support pupils' exam performance and revision practice further. Establish links with a company to review prior pupil revision behaviour and application with their post seminar behaviour and application. Session linked to exam performance directly before 2 nd mock window in February. EEF evidence links strong development of learning where meta-cognition and self-regulation are taught and supported.	MPH to target Yr11 in 2016-17 and develop additional specialist input in Yr 10 upon positive review and feedback from pupils and pastoral staff. Evidence analysed to assess impact on student learning and revision behaviour.	MPH	Sept 2017
B	DAFITAL – Assessment data and targeted reteach focused on PP cohort and subgroup of high attaining PP 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. PP P8 score of -0.03 reflects the strategic support of PP pupils last year.	NRI – To quality assure the implementation of the St Mary's Catholic Academy DAFITAL process. CPD distributed throughout the year (specific focus on September Inset) to allow deep analysis of pupil performance and development.	NRI	Feb 2017 / Sept 2017
B	Development of disadvantaged pupils cohorts based on current performance from DAFITAL and Mock analysis.	Accurate data allow all relevant staff to review and reflect on the performance of their cohorts and relevant sub-groups. Disadvantaged 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.	NRI / PBR / MPH – To identify and target disadvantaged pupils at risk of not meeting their progress targets. Role of Data Manager to facilitate this process.	MPH	Feb 2017 / Sept 2017

C/D	Pastoral Data for disadvantaged pupils produced for SHOLH / 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 will meet with middle leaders from their areas to look at DAFITAL data and pastoral data throughout the academic year. The purpose of these meetings is 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. (2016-17 SEF)	MPH	Feb 2017 / Sept 2017
C/D	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 from Yr7 – 11 together.	MPH to review the consistency and impact of the Form Tutor mentoring process throughout 2016-17. Development of defined monitoring system for academic year 2017-18.	MPH	Feb 2017 / Sept 2017
E	Weekly form tutor monitoring prioritised for 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.	JEM to ensure FT / PM / HOH intervention at monitoring and acting upon disadvantaged pupils' attendance through pastoral meeting structure with HOH as described in the School Raising Achievement Plan.	JEM	Feb 2017 / Sept 2017
Total budgeted cost					£121,075

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	RAP – Focus on PP pupils at RAP meetings to create targeted solutions for pupil groups.	Data from subject head of departments identify disadvantaged pupils with concerns. Pupils who have engaged with after school support have made significant improvement in their coursework grades and exam performance.	NRI / MSE to lead additional coursework catch up and revision programmes for disadvantaged pupils identified in the RAP meetings.	NRI	Feb 2017 / Sept 2017
A	Super Maths and English program created in academy extra with subsidised places for disadvantaged pupils.	Disadvantaged pupils benefit from having access to specialist staff at weekends to support revision programs in the run up to exams.	JDE / SCO / JLA – to discuss bespoke intervention with staff specialists on Saturday mornings as required.	JDE / JLA	Feb 2017 / Sept 2017
A	Curriculum offer reviewed for disadvantaged pupils underachieving in core subjects (Yr 11).	In exceptional cases individual disadvantaged pupils may benefit from a more bespoke curriculum focused on the areas of study where they are likely to make progress.	MSE to review specific students' curriculum from February mock data following RAP meeting.	MSE	Feb 2017 / Sept 2017
A	Breakfast Maths group established to work with identified disadvantaged pupils cohort.	Observed from visits to other schools, breakfast maths has been a successful intervention to boost maths skills during morning form time (20min).	JDE to form cohort and review attendance and impact.	JDE	Feb 2017 / Sept 2017

A	Peer reading program to target disadvantaged students who are behind in their chronological reading age.	Peer reading programme established to target Yr7 pupils. Sutton Trust evidence reflects successful peer tutoring programmes having a significant impact on learning.	KEL to identify specific cohorts of disadvantaged pupils to benefit from a peer support program.	KEL	Feb 2017 / Sept 2017
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. Reflected in RAP plans (Science) as successful in establishing revision routines and the reduced impact of gaps in subject knowledge.	HOD's to purchase and use revision texts to increase the effectiveness of disadvantaged pupil's exam performance. MPH - Departmental review in Sept 2017.	MPH	Feb 2017 / Sept 2017
C/D	Behaviour Support Group with disadvantaged pupil focus.	Disadvantaged pupils at risk of reaching advanced levels in the B4L system to receive support from the inclusion room manager.	ANL – Establish support for disadvantaged pupils identified through B4L monitoring.	JEM	Feb 2017 / Sept 2017
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 need.	Roy Blake to support pupils through weekly mentoring sessions. MPH / NRI / PGI to discuss most suitable pupils.	MPH	Feb 2017 / Sept 2017
C	Disadvantaged pupils to receive additional follow up appointments for CEIAG.	Careers professional to offer 1 st 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 2017 / Sept 2017

C/D	PGI – support of disadvantaged pupils at risk of reaching stage 10 on B4L.	Disadvantaged pupils at risk of failing their SHOLH Pastoral Support Plan are engaged in a package of support through the coordination of PGI. This process ensures a reduced chance of exclusion and continued attendance within the Academy.	PGI to coordinate response to disadvantaged pupils at risk of reaching Stage 10 on the B4L system. Engage with external agencies, provider, PIP support etc. Provide successful case studies where appropriate.	JEM	Feb 2017 / Sept 2017
C/D	Learning House homework club to prioritise disadvantaged pupils who are identified as failing to complete homework pieces (B4L points).	Pastoral Managers and Heads 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.	SHOLH to review focus with HOH during half termly review cycle.	SHOLH	Feb 2017 / Sept 2017
E	Attendance Bus for disadvantaged pupils at risk of PA.	Use attendance data to create a rolling group of disadvantaged students who would avoid PA with extra support from an attendance bus in three focused attendance fortnights.	JEM to co-ordinate the attendance bus to target specific disadvantaged pupils at risk of PA.	JEM	01/17 04/17 05/17
E	PWO to support pupils and families of disadvantaged PA students.	Refine the use of attendance data to identify a group of disadvantaged pupils who would benefit from personal first call visits on first day of absence.	Eddy Matthews to target disadvantaged PA for home visits.	JEM	Feb 2017 / Sept 2017

E	PM / HOH to prioritise disadvantaged attendance concerns for first day of absence monitoring, use of fast track procedures and any other strategies to improve individual cases of disadvantaged attendance concern.	Identify targeted group of most at risk of PA attenders who are disadvantaged students and ensure PM mentoring, and PWO intervention including legal proceedings are in place. Ensure fast track monitoring and mentoring is in place.	JEM to work alongside HOH to direct PM's focus on disadvantaged attendance within the Learning Houses.	JEM	Feb 2017 / Sept 2017
Total budgeted cost					£110,300

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 2016 reflect the impact this can have.	Review by HOD on return and analysis of relevant data for cohort at end of academic year.	MPH	Feb 2017 / Sept 2017
C	Promote awareness of PP funding at major school events and in 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 2017 / Sept 2017
C	Academy Extra subsidy for disadvantaged pupils.	Pupils engaged in extension activities, particularly at KS3 to extend the provision of support.	JEM to ensure marketing for Academy Extra extends offer for disadvantaged pupils to engage.	JEM	Feb 2017 / Sept 2017
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. A review to take place to look at effectiveness (holistically, spiritually and academically) of each request.	MPH	Feb 2017 / Sept 2017
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 2017 / Sept 2017

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 2017 / Sept 2017
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.	MTR to ensure provision available for disadvantaged pupils to purchase items prior to the start of the school day. MPH to review take-up of this scheme.	MPH	Feb 2017 / Sept 2017
C / D / E	Primary visits made by SLT to ensure accurate information gathered to address transition and attendance concerns relating to disadvantaged pupils in Yr 6.	Each feeder primary school has an SLT leader attached to ensure a smooth transition of data for all and specifically for disadvantaged pupils.	MPH to manage SLT staff visits during the transition period. Information is collated and distributed to relevant staff prior to the July Moving-Up Day and September start.	MPH	Feb 2017 / Sept 2017
Total budgeted cost					£72,500