

St Mary's Catholic Academy Disadvantaged Pupils Strategy Review 2020 - 21

1. **Summary information:** This review is a review of last year's Disadvantaged Pupils Strategy with a summary review of desired outcomes and success criteria. It is worth noting that this Academic Year was greatly disrupted by COVID19, a national lockdown and the replacement of public examinations with Teacher Assessed Grades.

School	St Mary's Catholic Academy				
Academic Year	2020 -21	Total PP budget	£319,053	Date of most recent Disadvantaged Pupils Review	10/2020
Total number of pupils	<u>1,055</u>	Number of pupils eligible for PP	<u>365</u>	Date for this review	Sept 2021

2. Barriers to future attainment

In-school barriers

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| 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

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| E. | <p>The attendance and persistent absence of disadvantaged and specifically FSM pupils greatly impacts on pupils' learning. This has been particularly impacted by the COVID19 pandemic.</p> <p>PP Attendance 2019-20 = 92.2%
 FSM Attendance 2019-20 = 90.9%
 PP PA 2019-20 = 26%</p> |
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	FSM PA 2019-20 = 30%	
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3. Desired outcomes	Success criteria	Review
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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>	<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 is in place for students impacted most by the pandemic..</p> <p>Disadvantaged pupils increasingly make at least expected progress and a greater number of pupils exceed targets</p> <p>.</p> <p>The P8 gap between Disadvantaged and not disadvantaged progress 8 to reduce and continue to reduce over time.</p>	<p>A well embedded strategy has helped to close the gap for disadvantaged students. NGRT data for year groups was:</p> <table border="1" data-bbox="1545 558 2128 710"> <thead> <tr> <th>Year group</th> <th>Baseline NGRT (Autumn 2020)</th> <th>Overall NGRT (Summer 2021)</th> <th>PP NGRT data (Summer 2021)</th> <th>Non PP NGRT data (Summer 2021)</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>103.6</td> <td>105.7</td> <td>105.8</td> <td>105.5</td> </tr> <tr> <td>9</td> <td>102.6</td> <td>104.9</td> <td>105.8</td> <td>104.9</td> </tr> <tr> <td>10</td> <td>99.2</td> <td>102.3</td> <td>101.3</td> <td>102.3</td> </tr> </tbody> </table> <p>Disadvantaged students outperformed non PP students in Y8 and Y9 and the gap in Y10 closed.</p> <p>A catch up plan drawing on strategies from the NTP is in place for the academy and is available on the Academy website.</p> <p>Data is based on teacher assessed grades for the last two years and therefore data is not comparable to 2019. A gap remains between disadvantaged pupils and their peers within teacher assessed grades and whilst some progress has been made there is still much to do.</p> <p>P8 data not available for the last two academic years.</p>	Year group	Baseline NGRT (Autumn 2020)	Overall NGRT (Summer 2021)	PP NGRT data (Summer 2021)	Non PP NGRT data (Summer 2021)	8	103.6	105.7	105.8	105.5	9	102.6	104.9	105.8	104.9	10	99.2	102.3	101.3	102.3
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<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>DAFITAL meetings were carried out at regular intervals as per the Academy calendar. All DAFITAL documentation includes a focus on Disadvantaged pupils and their progress. Specific plans are then put in place at a departmental level to meet these needs.</p> <p>GL assessment data usage was restricted by the lockdown due to the pandemic. Data was collected as a baseline at the start of the year and used to identify gaps in learning and adjust the curriculum in Maths, English and Science.</p>
<p>B.</p>	<p>Pupils' social, emotional and practical barriers are identified and supported</p>	<p>Year Group PASS data is analysed. Data is used to target support for students at most need from all cohorts but with an eye to 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 is in place for students struggling with SEMH through the work of 2 key workers and a student services provision.</p>	<p>PASS data is collected across year groups. The data is used by the pastoral team and student support services to identify students in need of support, including disadvantaged students.</p> <p>The Shine project in school worked with upper band disadvantaged students to improve their transition. Some of the planned peer tutoring and outward bounds work could not take place due to COVID restrictions.</p> <p>Appointments of key workers and student services provision in place with a reduction in Urgent referrals</p>

			and departmental referrals in year on year data.
C + D.	<p>Improved systems for students to access remote learning in the event of a second lockdown</p> <p>To reduce the number of disadvantaged students reaching the higher stages of the B4L policy.</p>	<p>Google classroom fully implemented with staff trained and confident in its usage.</p> <p>Google classroom in use as a simple system for homework in general.</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>	<p>Google classroom in place and in full use. This was a particularly useful tool for the lockdown. Disadvantaged students all had access through devices through the government scheme. The platform is also now in general use for homework.</p> <p>Key workers and staff training in trauma informed practice through the brain game for key pastoral staff have improved capacity to deal with high needs here.</p>
E.	<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>Year group review documents to focus on strategies to address disadvantaged pupils' attendance issues.</p> <p>Disadvantaged pupils' attendance to be in line with National Averages for the year.</p>	<p>Attendance has been a real issue due to the pandemic. Attendance levels remain above national average for the school in spite of this and work continues to support students through pastoral managers and the Academy's pupil welfare officer.</p>