



Pupil Premium Strategy 2019/20

St Matthew's
RC HIGH SCHOOL



WE PRAY WE CARE WE ACHIEVE

Pupil Premium Allocation 2019-20 - £544,170

The Pupil Premium planned spend is reviewed regularly for impact. Every half term there is a data collection that helps inform whether our DP strategies are working well. Some obviously take longer than others to have a significant impact. Each term there will be a more holistic review of strategies. Reports will be provided termly to the IEB. **The strategy will next be reviewed in January 2020.**

In- school barriers to attainment:

- A. Disadvantaged pupils enter St. Matthew's with lower average KS2 scores than non-disadvantaged pupils (2018 DP average KS2 score 103.2 and non DP average 105.2)
- B. Disadvantaged pupils at greater risk of fixed term exclusion
- C. Attendance gap for disadvantaged pupils including number of PA disadvantaged pupils

External barriers:

- D. Lack of parental engagement from some groups of disadvantaged pupils' parents, as evidenced by lower engagement and attendance at parental events
- E. Lack of aspiration and/or awareness of opportunities of some disadvantaged pupils

'Effective Schools recognise that disadvantaged pupils are not a homogenous group and employ targeted approaches for groups or individuals facing particular barriers'. (NCTL Effective Pupil Premium Reviews)

Overarching aim: To improve outcomes for all disadvantaged pupils, by providing high quality teaching, targeted interventions and addressing wider barriers to progress.

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Strengths 2018/19

Quality of Education:

- Consistent focus of T&L all year benefitting DPs
- Appointment of new AHT to drive improvements in T&L
- KS4 DPs show predicted progress has improved
- Narrowing of gaps in progress at KS3
- Data shared with staff highlights progress of DPs

Behaviour and Attitudes:

- Consistent focus on improving the climate of the school
- Pastoral Review to give feedback and provide actions to improve pastoral systems
- Appointment of new DHT to drive improvements in the pastoral system
- Increased capacity of pastoral team
- Increased capacity of attendance team

Personal Development:

- Successful work of DP tutors to support progress
- Targeted intervention for DPs in all year groups
- Continue to offer enrichment activities to all pupils
- Ensure DPs have priority access to careers support and guidance
- Additional intervention offered by Yipiyap tutor
- Work with Greater Manchester Higher to increase aspirations

Leadership & Management:

- Strategic Lead sharing information with all staff re. DPs
- DP Progress as a focus for all MLs
- Identification by SL of barriers and how these can be addressed
- Encouraged staff from all departments to share successful strategies during CPD

Development Priorities 2019/20

Key Strategic Priority: Improve progress for all DPs by recruiting, retaining and developing high quality classroom practitioners.

Actions:

- Develop all teachers through the Progress Review system and provision of high quality CPD
- Ensure that DPs are placed in appropriate sets
- Ensure that DPs have the same broad curriculum offer as non-DPs
- Ensure that staff are matched appropriately with key groups
- Ensure that DPs can develop and improve their literacy and reading skills, in order to access all areas of the curriculum

Key Strategic Priority: Secure progress for all DPs by creating a culture which focusses on improving standards for all.

Actions:

- Reduce the number of DP PAs and improve the attendance of DPs
- Reduce the number of DP FTEs and DP days in inclusion
- Improve the engagement of DP parents
- Ensure any additional barriers to learning are removed

Key Strategic Priority: Ensure DPs receive appropriate and targeted interventions to improve progress and also that they can access all enrichment opportunities.

Actions:

- Ensure early identification of DPs needing additional intervention
- Track and monitor the impact of all interventions
- Ensure DPs have access to all enrichment activities and aspirational events
- Continue and develop external partnerships (GMH and Tutor Trust)
- Continue to ensure that DPs have priority access to careers support

Key Strategic Priority: Increase the impact of DP leadership at all levels.

Actions:

- Clarify roles with clear accountability
- Ensure all MLs continue to focus on the progress of DPs as a priority
- Ensure regular reporting of impact to IEB

Quality of Education

Priority 1: Improve progress for all DPs by recruiting, retaining and developing high quality classroom practitioners.

Success Criteria: Disadvantaged pupils will follow a broad and coherently planned curriculum, which takes into account their needs. The quality of teaching will improve across all departments, which will have a disproportionately positive impact on the progress of disadvantaged pupils. *'Good Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. (EEF Guide to the Pupil Premium, published June 2019)*

Strategic Lead: K. Callison

| Impact Term 1 | | | | | Impact Term 2 | | Impact Term 3 | | |
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| Objectives | Lead | R/A/G | | | Actions / Activities | Timescale | Anticipated Outcome / Impact | Evaluation Method / Evidence Base | Resources Required |
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| <ul style="list-style-type: none"> Develop all teachers through the Progress Review system and provision of high quality CPD | GiJo | | | | AHT Teaching & Learning <ul style="list-style-type: none"> Plan and deliver induction for new staff Ensure high quality CPD is in place for all staff Publish the cycle for Progress Reviews and share with staff Heads of Department; <ul style="list-style-type: none"> Ensure all staff are clear of non-negotiables and monitor that these are in place via regular Learning Walks Conduct Progress Reviews with SLT LMs Put support in place for staff where needed to improve the quality of teaching & learning | Aut 1 and onwards | Staff are clear of the non-negotiables in lessons and use these as an effective tool to aid progress of all pupils Staff are clear of the Progress Review process and how this can develop their practice Staff have access to high quality CPD and support to help improve their practice | Progress Review documentation/LM Meeting minutes/LW records/CPD programme | SLT time £6700 HOD time £49700 CPD time/CPD programme |

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| <ul style="list-style-type: none"> Ensure that DPs are placed in appropriate sets | KCa | | | <ul style="list-style-type: none"> Speak to HOD re setting of DPs, especially HA DPs SLT discuss setting with link departments HOY check setting proportions for their year group and go back to HOD with proposed amendments KCa checks setting proportions of DP in each year group | <p>Summer 19 Summer 19/Aut 1 Aut 1</p> | <p>HOD have an overview of the DP proportions in each set</p> <p>HOY have an overview of the DP proportions in each set in their year group</p> <p>HA DPs are placed in appropriate sets for challenge</p> <p>SL has an overview of setting proportions to ensure HA DPs are correctly placed and HOD have a clear rationale for their DP setting</p> | <p>Reports from HOD/Reports from HOY/Setting proportions (data from EH)/LM Meeting minutes</p> | <p>SLT time £14000 HOD time (cost above) HOY time £24000 Data Manager time £15400</p> |
| <ul style="list-style-type: none"> Ensure that DPs have the same broad curriculum offer as non-DPs | KCa/SAT | | | <ul style="list-style-type: none"> Analysis of Year 9 option choices to ensure DPs are proportionately represented across subjects Analysis of Year 9 option choices to ensure DPs are proportionately represented in the EBacc qualifications Through curriculum review, ensure that the needs of all learners are met, including DPs | <p>Spr 2</p> <p>Spr 2</p> <p>Aut 1</p> | <p>DPs are proportionately represented across all subject areas</p> <p>DP engagement and progress increase as a result of the offer a suitable curriculum</p> | <p>Subject proportions (data from EH)/Report on DP subject breakdown/DP effort and progress data</p> | <p>SLT time (cost above) Data manager time (cost above) HOD time (cost above)</p> |

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| <ul style="list-style-type: none"> Ensure that staff are matched appropriately with key groups | <p>HMu/Sat/KCa</p> | | | | <ul style="list-style-type: none"> Recruitment of high quality practitioners, including Lead Practitioners to provide QFT Combing chart analysis to ensure strategic placement of staff with key groups Review of grouping and setting to ensure key groups of learners placed with the correct staff Head of Year to review setting and grouping throughout the year | <p>Summer 19</p> <p>Summer 19</p> <p>Summer 19/Aut 1</p> <p>Aut 1 and ongoing</p> | <p>DPs receive the appropriate level of challenge</p> <p>DP progress improves due to access to QFT</p> | <p>DP effort and progress data</p> | <p>SLT time (cost above)</p> <p>Data manager time (cost above)</p> <p>HOY time (cost above)</p> <p>LP time £93000</p> |
| <ul style="list-style-type: none"> Ensure that DPs can develop and improve their literacy and reading skills, in order to access all areas of the curriculum | <p>RW/RC</p> | | | | <ul style="list-style-type: none"> Ensure all DPs in Year 7 & 8 have regular access to the AR programme Measure the impact of the AR programme Embed Literacy across the curriculum as a whole school priority, including the effective use of CPD Ensure DPs with a low reading age can access reading recovery | <p>Aut 1 and ongoing</p> | <p>DPs improve their vocabulary and are able to access all areas of the curriculum</p> <p>DP progress and engagement improve as a result of improved literacy</p> | <p>AR data</p> <p>DP effort and progress data</p> <p>Reading recovery information</p> | <p>‘Accelerated Reader’ programme £5000</p> <p>Literacy Lead time £30000</p> <p>TA time £3900</p> |

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| <ul style="list-style-type: none"> Reduce the number of DP PAs and Improve the attendance of DPs | RWa | | | <p>Attendance Manager;</p> <ul style="list-style-type: none"> Induction of a new member of the attendance team to focus on DP attendance Provide information to SL/HoY/FTs regarding DP attendance, including actions for HoY/FTs/DP attendance officer Early identification of PA DPs and contact made with home to identify and remove barriers to learning | Aut 1 and ongoing | <p>Greater focus on DP attendance by having additional capacity in the attendance team leading to;</p> <p>A reduction in the number of DP PAs</p> <p>An increase in DP attendance overall</p> | <p>Attendance data provided weekly/Attendance reports/Information from DP Attendance officer/Information from HOY</p> | <p>Att Manager time £15500 Att officer £21500 HoY time (cost above) FT time Rewards for pupils/Funding to remove potential financial barriers £500</p> |
| <ul style="list-style-type: none"> Reduce the number of DP FTEs and DP days in inclusion | COs | | | <p>Attendance Manager;</p> <p>Heads of Year and Pastoral Managers;</p> <ul style="list-style-type: none"> Identify pupils in danger of IE and FTE HOY, PM and FT work to identify and remove individual barriers HOY, PM and FT ensure rewards are in place for vulnerable pupils Ensure a clear escalation process is in place for vulnerable pupils, as well as support being offered | Aut 1 and ongoing | <p>The number of FTEs and DP days in IE reduces</p> | <p>IE and FTE data</p> | <p>HOY/PM/FT time (cost above) IE manager time £17250 Rewards for pupils/ Funding to remove potential financial barriers</p> |
| <ul style="list-style-type: none"> Improve the engagement of DP parents | COs/KCa | | | <p>Heads of Year;</p> <ul style="list-style-type: none"> Identify harder to reach DP parents | Aut 1 and ongoing | <p>Increased DP parental attendance at parental events</p> | <p>PE attendance data</p> | <p>HOY/PM time (cost above)</p> |

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| <ul style="list-style-type: none"> Ensure any additional barriers to learning are removed | KCa | | | <ul style="list-style-type: none"> Organise events to encourage harder to reach DP parents to attend school events Targeted invitations for DP parents to parental events <p>Heads of Year and Pastoral Managers</p> <ul style="list-style-type: none"> Identify vulnerable DPs through teaching staff and FTs Identify individual barriers Implement strategies to help remove the barriers, including any external support, e.g. Early Help, CAMHS | Aut 1 and ongoing | Increased DP engagement, increased attendance, improved progress | <p>DP effort and progress data</p> <p>DP attendance data</p> | <p>Funding to remove potential financial barriers £500</p> <p>HOY/PM time (cost above)</p> <p>Funding to remove potential financial barriers £500</p> |
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| <ul style="list-style-type: none"> Ensure early identification of DPs needing additional intervention | KCa | | | | <p>Heads of Year;</p> <ul style="list-style-type: none"> Following each data drop identify pupils in need of additional support Work with HODs/DP strategic lead to ensure appropriate interventions are put in place <p>Heads of Department;</p> <ul style="list-style-type: none"> Work with HOY to put into place intervention Direct staff to undertake intervention to close gaps and improve progress <p>SLT Line managers;</p> <ul style="list-style-type: none"> Hold HODs to account by ensuring necessary interventions are in place <p>SL Disadvantaged pupils;</p> <ul style="list-style-type: none"> Have an overview of what interventions are taking place Ensure key groups of learners receive necessary intervention | Aut 1 and ongoing | Targeted DPs access appropriate intervention, allowing them to close knowledge gaps and increase progress | <p>DP intervention cohorts</p> <p>DP effort and progress data</p> | <p>DP Intervention tutors</p> <p>£39500</p> <p>HOY time/HOD time/SLT time</p> <p>(cost above)</p> |
| <ul style="list-style-type: none"> Track and monitor the impact of all interventions | KCa | | | | <p>DP Intervention Tutors;</p> <ul style="list-style-type: none"> Provide reports on impact at the end of each intervention period <p>Heads of Department;</p> <ul style="list-style-type: none"> Provide reports on impact at the end of each intervention period <p>SLT Line managers;</p> <ul style="list-style-type: none"> Provide information from link departments to DP SL <p>SL Disadvantaged pupils;</p> <ul style="list-style-type: none"> Provide evidence of interventions to Head teacher/IEB | Aut 2 and following each intervention cycle | | <p>Reports from DP tutors/ HOD/SLT line managers/DP SL</p> <p>DP effort and progress data</p> | <p>DP Intervention tutors/HOY time/HOD time/SLT time</p> <p>(cost above)</p> |

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| <ul style="list-style-type: none"> Ensure DPs have access to all enrichment activities and aspirational events | PAu | | | <p>AHT Enrichment;</p> <ul style="list-style-type: none"> Publish a programme of enrichment and aspirational activities Ensure DPs can access these activities Ensure any barriers to participation are removed Monitor the cohort of DPs participating in enrichment activities and ensure this is a reflection of the school population as a whole | Aut 1 and ongoing | DP participation in enrichment activities increase and reflect the school population as a whole | DP participation rates in enrichment and aspirational events/Pupil voice | SLT time £7400 Funding to remove any financial barriers £500 |
| <ul style="list-style-type: none"> Continue and develop external partnerships (GMH and Tutor Trust) | KCa/Pau | | | <p>AHT Enrichment;</p> <ul style="list-style-type: none"> Meet regularly with HOY and external partners such as GMH to strengthen links and offer a wide range of enrichment opportunities to DPs <p>SL Disadvantaged pupils;</p> <ul style="list-style-type: none"> Establish a partnership with Tutor Trust to deliver effective interventions which address social inequalities | Aut 1 and ongoing | DPs are offered a broad range of enrichment activities which help them to gain cultural capital | DP participation rates in enrichment and events/Pupil voice | SLT time/GMH events (cost above) |
| <ul style="list-style-type: none"> Continue to ensure that DPs have priority access to careers support | PAu | | | <p>AHT Enrichment;</p> <ul style="list-style-type: none"> Monitors the work of the careers officer to ensure DPs receive priority appointments and support <p>Careers officer;</p> <ul style="list-style-type: none"> Makes priority appointments to meet with DPs Offers support to DPs and their parents with Post 16 choices | Aut 1 and ongoing | All DPs have priority appointments to discuss their Post 16 choices | Impact reports from tuition/pupil voice | Tutor Trust tuition costs £5000 |
| | | | | <p>AHT Enrichment;</p> <ul style="list-style-type: none"> Monitors the work of the careers officer to ensure DPs receive priority appointments and support <p>Careers officer;</p> <ul style="list-style-type: none"> Makes priority appointments to meet with DPs Offers support to DPs and their parents with Post 16 choices | Aut 1 and ongoing | By Spring Term, all DPs have applied for college or apprenticeships | Reports from careers officer | Careers Officer time/costs £9200 |

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| <ul style="list-style-type: none"> Clarify roles with clear accountability | KCa | | | | <p>SL Disadvantaged pupils;</p> <ul style="list-style-type: none"> At the start of the year, communicate the role of all staff in improving DP progress, via sharing the DP strategy Ensure, via LM meetings, that DP progress is a regular agenda item for HOD and HOY | Aut 1 and ongoing | <p>Staff are aware of their role in improving DP progress and know to whom and how they are accountable for this, via the school LM structure</p> | <p>HOD reports/LM meeting minutes/staff voice/class data sheets</p> | <p>CPD time/LM meeting time</p> |
| <ul style="list-style-type: none"> Ensure all MLs continue to focus on the progress of DPs as a priority | KCa | | | | <p>SLT Line managers;</p> <ul style="list-style-type: none"> Ensure that DP progress is a regular LM agenda item, with clear actions being set and reviewed Ensure that, following each data drop, HOD have a clear set of actions regarding DP progress including the identification of any additional support required Ensure that, following each data drop, HOY have a clear set of actions relating to DP progress, including the identification of any additional support required | Ongoing | <p>MLs have a clear overview of the progress of DPs in their subject area or year group. Clear actions are set and reviewed, and strategies put into place to improve DP progress are regularly evaluated.</p> | <p>LM meeting minutes/Departmental action planning</p> | <p>LM meeting time/HOD time/HOY time (cost above)</p> |
| <ul style="list-style-type: none"> Ensure regular reporting of impact to IEB | KCa | | | | <p>SL Disadvantaged pupils;</p> <ul style="list-style-type: none"> Report on a termly basis to the head teacher and IEB about the impact of PP funding using the KPIs of DP progress across all subjects and year groups, DP attendance, DP FTEs and days in IE Report to include an evaluation of strategies and key actions going forward | Termly | <p>Head teacher and IEB have a clear overview of the impact of PP funding on DP achievement and progress</p> | <p>Termly report to the head teacher/IEB</p> | <p>SLT time (cost above)</p> |