



Pupil Premium Strategy 2020/21

To be reviewed September 2021

St Matthew's RC HIGH SCHOOL



WE PRAY WE CARE WE ACHIEVE

Pupil Premium Allocation 2020-21 - £589,235

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 March 2021.**

Context

Current numbers and percentages of Pupil Premium students in the school, dated 17.11.20

	Year 7		Year 8		Year 9		Year 10		Year 11		All Years	
Pupils of this school		239		278		265		280		237		1299
Male	51.46%	123	55.40%	154	46.79%	124	46.79%	131	45.57%	108	49.27%	640
Female	48.54%	116	44.60%	124	53.21%	141	53.21%	149	54.43%	129	50.73%	659
Free School Meals	40.59%	97	43.17%	120	39.62%	105	37.14%	104	32.49%	77	38.72%	503
Pupil Premium	45.61%	109	53.96%	150	50.57%	134	45.36%	127	43.04%	102	47.88%	622

In- school barriers to attainment:

- A. Disadvantaged pupils enter St. Matthew's with lower average KS2 scores than non-disadvantaged pupils (2020 DP average KS2 score 101.8 and non DP average 104.5)
- B. Disadvantaged pupils at greater risk of fixed term exclusion (2019-20 75% of FTEs were for disadvantaged pupils)
- 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 2019/20

Quality of Education:

- Consistent focus of T&L all year benefitting DPs
- Overall P8 score for DP vs non DP narrowed in 2020 KS4 results
- Improvement in average reading age for Y7 DP of 15 months
- Tutor Trust impact on Y11 Eng/Ma. 22/28 targeted Y11 students achieved a Grade 4 in either Maths or English

Behaviour and Attitudes:

- Consistent focus on improving the climate of the school
- Overall improvement of +0.75% in attendance of DP
- Reduction in % of PA who were DP
- 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 tutor Maths to support progress
- Targeted intervention for DPs in all year groups
- Provision of additional learning resource packs during lockdown
- Ensure DPs have priority access to careers support and guidance
- Additional intervention offered by external tutors
- Weekly contact with Form Tutors during lockdown

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 2020-21

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
- Use of Tutor Trust programme across all 5 year groups

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

Actions:

- Continue to 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
- Ensure full access to FSMs for all students who qualify

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 to 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:

- Ensure all MLs continue to focus on the progress of DPs as a priority
- Ensure regular reporting of impact to IEB
- DP achievement is one of our School Improvement Priorities – a focus for appraisal targets for a significant number of teaching staff
- Specific CPD will be arranged for staff focusing on improving achievement of DP

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

Objectives	Lead	R/A/G			Actions / Activities	Timescale	Anticipated Outcome / Impact	Evaluation Method / Evidence Base	Resources Required
		au	sp	su					
<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; 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 	<p>Raising Standards Leads (RSLs)</p>				<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 RSL checks setting proportions of DP in each year group 	<p>Summer 19 Summer 19/Aut 1 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 	<p>KCa/SAT</p>				<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 Spr 2 Aut 1 Summer 19</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>DP effort and progress data</p>	<p>SLT time (cost above) Data manager time (cost above) HOD time (cost above) SLT time</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>DPs receive the appropriate level of challenge</p>		<p>(cost above) Data manager time (cost above) HOY time (cost above) 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 Priority given to disadvantaged students for access to Tutor Trust tutors Use analysis of NGRT result data to create intervention groups for reading, focusing on DP CPD for form tutors to make guided reading in form time (Mon/Fri) especially helpful to DP 	<p>Summer 19/Aut 1</p> <p>Aut 1 and ongoing</p> <p>Aut 1 and ongoing</p>	<p>DP progress improves due to access to QFT</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>NGRT results in Autumn 2021 to compare with baseline from Autumn 2020</p>	<p>‘Accelerated Reader’ programme £5000 Literacy Lead time £30000 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"> 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 <p>Heads of Year;</p> <ul style="list-style-type: none"> Have attendance as a focus for remote assemblies and link to achievement Recognition and rewards for high levels of attendance 	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>Heads of Year and Student Welfare Officers:</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 Organise events to encourage harder to reach DP parents to attend school events Targeted invitations for DP parents to parental events 	Aut 1 and ongoing	<p>Increased DP parental attendance at parental events</p>	<p>PE attendance data</p>	<p>HOY/PM time (cost above) Funding to remove</p>

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<ul style="list-style-type: none"> Ensure any additional barriers to learning are removed 	KCa			<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 Complete audit of each year group to identify and remove barriers caused by lack of access to remote learning (hardware/WiFi access) Regular analysis of Graduated Response for each year group to ensure early identification of disadvantaged students in need of extra intervention 	Aut 1 and ongoing	Increased DP engagement, increased attendance, improved progress	<p>DP effort and progress data</p> <p>DP attendance data</p>	<p>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	DP intervention cohorts DP effort and progress data	DP Intervention tutors £39500 HOY time/HOD time/SLT time (cost above)
<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		Reports from DP tutors/ HOD/SLT line managers/DP SL DP effort and progress data	DP Intervention tutors/HOY time/HOD time/SLT time (cost above)
<ul style="list-style-type: none"> Ensure DPs have access to 	RMi/RSLs						SLT time

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<p>all enrichment activities and aspirational events</p> <ul style="list-style-type: none"> Continue and develop external partnerships (GMH and Tutor Trust) Continue to ensure that DPs have priority access to careers support 	<p>KCa/RWa/GM</p> <p>LD</p>			<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 <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 <p>AHT Careers;</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 	<p>Aut 1 and ongoing</p> <p>Aut 1 and ongoing</p> <p>Aut 1</p> <p>Aut 1 and ongoing</p> <p>Summer 2019 and Autumn Term</p>	<p>DP participation in enrichment activities increase and reflect the school population as a whole</p> <p>DPs are offered a broad range of enrichment activities which help them to gain cultural capital</p> <p>DPs access effective external intervention</p> <p>All DPs have priority appointments to discuss their Post 16 choices</p> <p>By Spring Term, all DPs have applied for college or apprenticeships</p>	<p>DP participation rates in enrichment and aspirational events/Pupil voice</p> <p>DP participation rates in enrichment and events/Pupil voice</p> <p>Impact reports from tuition/pupil voice</p> <p>Reports from careers officer</p>	<p>£7400</p> <p>Funding to remove any financial barriers £500</p> <p>SLT time/GMH events (cost above)</p> <p>Tutor Trust tuition costs £5000</p> <p>Careers Officer time/costs £9200</p>
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Leadership and Management

Priority 4: Increase the impact of DP leadership at all levels.

Success Criteria: All members of staff are clear on their role in improving the progress of disadvantaged learners. Leaders at all levels act swiftly to remove any identified barriers and close any gaps for disadvantaged pupils. Leaders also measure and report the impact of the strategies they use and make adjustments as necessary.

Strategic Lead: K. Callison

Objectives	Lead	R/A/G			Actions / Activities	Timescale	Anticipated Outcome / Impact	Evaluation Method / Evidence Base	Resources Required
		au	sp	su					

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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 Achievement of DP is one of 5 key areas of school improvement highlighted in appraisal targets 	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 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>

