



# Pupil Premium Strategy 2021/22

**St Matthew's**  
RC HIGH SCHOOL



**WE PRAY WE CARE WE ACHIEVE**

## Pupil Premium Allocation 2021-22 - £612,900

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 Governing Board.

### Context

Current numbers and percentages of Pupil Premium students in the school, dated 7.10.21

	Year 7		Year 8		Year 9		Year 10		Year 11		All Years	
Pupils of this school		248		260		278		278		287		1351
Male	47.58%	118	51.92%	135	52.52%	146	47.48%	132	46.69%	134	49.22%	665
Female	52.42%	130	48.08%	125	47.48%	132	52.52%	146	53.31%	153	50.78%	686
Pupil Premium	44.76%	111	45.77%	119	52.16%	145	47.84%	133	42.86%	123	46.71%	631

### 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) based on teacher assessment (Y6 SATs not taken in 2020 or 2021)
- 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 2020/21

#### Quality of Education:

- Consistent focus of T&L all year benefitting DPs
- P8 score for DP improved in 2021 KS4 results
- Tutor Trust impact esp Maths: 57% of students involved showed sig improvement in progress across the year.

#### 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
- DPs had 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 2021-22

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

#### Actions:

- Develop all teachers through the appraisal 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:

- Continue to reduce the number of DP PAs and Improve the attendance of DPs
- Reduce the number of DP FTEs and DP days in internal exclusion
- 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, esp in Eng/Ma
- Develop our use of Eng/Ma tutors to ensure DPs improve their progress in Eng/Ma
- 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)
- 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 LGB
- 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

Objectives	Lead	Actions / Activities	Timescale	Anticipated Outcome / Impact	Evaluation Method / Evidence Base	Resources Required
<ul style="list-style-type: none"> <li>Develop all teachers through the appraisal system and provision of high quality CPD</li> </ul>	Gijo	<p>DHT Curriculum: Ensure all relevant staff are made aware of appraisal process inc appropriate target-setting.</p> <p>AHT Teaching &amp; Learning</p> <ul style="list-style-type: none"> <li>Plan and deliver induction for new staff</li> <li>Ensure high quality CPD is in place for all staff for the academic year and calendar published</li> <li>Ensure regular monitoring of the QofE with specific focus on DP progress</li> </ul> <p>Heads of Department;</p> <ul style="list-style-type: none"> <li>Ensure all staff are clear of non-negotiables and monitor that these are in place via regular Learning Walks</li> <li>Put support in place for staff where needed to improve the quality of teaching &amp; learning</li> </ul>	Aut 1 and onwards	<p>Staff are clear of the non-negotiables in lessons and use these as an effective tool to aid progress of all pupils</p> <p>Staff are clear of the appraisal process and how this can develop their practice</p> <p>Staff have access to high quality CPD and support to help improve their practice</p>	Appraisal documentation/LM Meeting minutes/LW records/CPD programme	SLT time <b>£6700</b> HOD time <b>£49700</b> CPD time/CPD programme

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<ul style="list-style-type: none"> <li>Ensure that DPs are placed in appropriate sets</li> </ul>	<p>Raising Standards Leads (RSLs)</p>	<ul style="list-style-type: none"> <li>Speak to HOD re setting of DPs, especially HA DPs</li> <li>SLT discuss setting with link departments</li> <li>HOY check setting proportions for their year group and go back to HOD with proposed amendments</li> <li>RSL checks setting proportions of DP in each year group</li> </ul>	<p>Summer 21</p>	<p>HOD have an overview of the DP proportions in each set</p>	<p>Reports from HOD/Reports from HOY/Setting proportions (data from EH)/LM Meeting minutes</p>	<p>SLT time <b>£14000</b> HOD time <b>(cost above)</b> HOY time <b>£24000</b> Data Manager time <b>£15400</b></p>
<ul style="list-style-type: none"> <li>Ensure that DPs have the same broad curriculum offer as non-DPs</li> </ul>	<p>KCa/SAt</p>	<ul style="list-style-type: none"> <li>Analysis of Year 9 option choices to ensure DPs are proportionately represented across subjects</li> <li>Analysis of Year 9 option choices to ensure DPs are proportionately represented in the EBacc qualifications</li> <li>Through curriculum review, ensure that the needs of all learners are met, including DPs</li> </ul>	<p>Spr 2</p>	<p>DPs are proportionately represented across all subject areas</p>	<p>Subject proportions (data from EH)/Report on DP subject breakdown/DP effort and progress data</p>	<p>SLT time <b>(cost above)</b> Data manager time <b>(cost above)</b> HOD time <b>(cost above)</b></p>
			<p>Aut 1</p>	<p>DP engagement and progress increase as a result of the offer a suitable curriculum</p>		<p>SLT time <b>(cost above)</b> Data manager time <b>(cost above)</b> HOY time <b>(cost above)</b> LP time <b>£93000</b></p>

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Objectives	Lead	Actions / Activities	Timescale	Anticipated Outcome / Impact	Evaluation Method / Evidence Base	Resources Required
<ul style="list-style-type: none"> <li>Ensure that staff are matched appropriately with key groups</li> </ul>	HMu/SAt/KCa	<ul style="list-style-type: none"> <li>Review of grouping and setting to ensure key groups of learners placed with the correct staff</li> <li>Head of Year to review setting and grouping throughout the year</li> </ul>	Aut 1 and ongoing	DP progress improves due to access to QFT	DP effort and progress data	
<ul style="list-style-type: none"> <li>Ensure that DPs can develop and improve their literacy and reading skills, in order to access all areas of the curriculum</li> </ul>	RMi	<ul style="list-style-type: none"> <li>Ensure DPs with a low reading age can access reading recovery</li> <li>Priority given to disadvantaged students for access to intervention tutors (Ma/Eng)</li> <li>Use analysis of NGRT result data to create intervention groups for reading, focusing on DP</li> <li>CPD for form tutors to make guided reading in form time (Mon/Fri) especially helpful to DP</li> </ul>		<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>DP effort and progress data</p> <p>Reading recovery information</p> <p>NGRT results in Summer 2022 to compare with baseline from Autumn 2021</p>	<p>Literacy Lead time <b>£30000</b></p> <p>TA time <b>£3900</b></p> <p><b>HoIntervention Tutors Ma/Eng £40000</b></p>

## Behaviour and attitudes

Objectives	Lead	Actions / Activities	Timescale	Anticipated Outcome / Impact	Evaluation Method / Evidence Base	Resources Required
<ul style="list-style-type: none"> <li>Reduce the number of DP PAs and Improve the attendance of DPs</li> </ul>	HNi	Attendance Manager; <ul style="list-style-type: none"> <li>Member of the attendance team to focus on DP attendance</li> <li>Provide information to SL/HoY/FTs regarding DP attendance, including actions for HoY/FTs/DP attendance officer</li> <li>Early identification of PA DPs and contact made with home to identify and remove barriers to learning</li> </ul> Heads of Year; <ul style="list-style-type: none"> <li>Have attendance as a focus for assemblies and link to achievement</li> <li>Recognition and rewards for high levels of attendance</li> </ul>	Aut 1 and ongoing	Greater focus on DP attendance by having additional capacity in the attendance team leading to;  A reduction in the number of DP PAs  An increase in DP attendance overall	Attendance data provided weekly/Attendance reports/Information from DP Attendance officer/Information from HOY	Att Manager time <b>£15500</b> Att officer <b>£21500</b> HoY time <b>(cost above)</b> FT time Rewards for pupils/Funding to remove potential financial barriers <b>£500</b>
<ul style="list-style-type: none"> <li>Reduce the number of DP FTEs and DP days in internal exclusion</li> </ul>	AP	Heads of Year and Student Welfare Officers: <ul style="list-style-type: none"> <li>Identify pupils in danger of IE and FTE</li> <li>HOY, PM and FT work to identify and remove individual barriers</li> <li>HOY, PM and FT ensure rewards are in place for vulnerable pupils</li> <li>Ensure a clear escalation process is in place for vulnerable pupils, as well as support being offered</li> </ul>	Aut 1 and ongoing	The number of FTEs and DP days in IE reduces	IE and FTE data	HOY/PM/FT time <b>(cost above)</b> IE manager time <b>£17250</b> Rewards for pupils/ Funding to remove potential financial barriers

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Objectives	Lead	Actions / Activities	Timescale	Anticipated Outcome / Impact	Evaluation Method / Evidence Base	Resources Required
<ul style="list-style-type: none"> <li>Improve the engagement of DP parents</li> </ul>	HoY/RSLs	Heads of Year; <ul style="list-style-type: none"> <li>Identify harder to reach DP parents</li> <li>Identify strategies to encourage harder to reach DP parents to attend school events</li> <li>Targeted invitations for DP parents to parental events</li> </ul>	Aut 1 and ongoing	Increased DP parental attendance at parental events	PE attendance data	HOY/PM time <b>(cost above)</b> Funding to remove potential financial barriers <b>£500</b>
<ul style="list-style-type: none"> <li>Ensure any additional barriers to learning are removed</li> </ul>	HoY/RSLs	Heads of Year and Pastoral Managers <ul style="list-style-type: none"> <li>Identify vulnerable DPs through teaching staff and FTs</li> <li>Identify individual barriers</li> <li>Implement strategies to help remove the barriers, including any external support, e.g. Early Help, CAMHS</li> <li>Complete audit of each year group to identify and remove barriers caused by lack of access to homework or remote learning (hardware/WiFi access)</li> <li>Regular analysis of Graduated Response for each year group to ensure early identification of disadvantaged students in need of extra intervention</li> </ul>	Aut 1 and ongoing	Increased DP engagement,  Improved progress	DP effort and progress data  DP attendance data	HOY/PM time <b>(cost above)</b> Funding to remove potential financial barriers <b>£500</b>



## Personal Development

Objectives	Lead	Actions / Activities	Timescale	Anticipated Outcome / Impact	Evaluation Method / Evidence Base	Resources Required
<ul style="list-style-type: none"> <li>Ensure early identification of DPs needing additional intervention</li> </ul>		Heads of Year; <ul style="list-style-type: none"> <li>Following each data drop identify pupils in need of additional support</li> <li>Work with HODs/DP strategic lead to ensure appropriate interventions are put in place</li> </ul> Heads of Department; <ul style="list-style-type: none"> <li>Work with HOY to put into place intervention</li> <li>Direct staff to undertake intervention to close gaps and improve progress</li> </ul> SLT Line managers; <ul style="list-style-type: none"> <li>Hold HODs to account by ensuring necessary interventions are in place</li> </ul> SL Disadvantaged pupils; <ul style="list-style-type: none"> <li>Have an overview of what interventions are taking place</li> <li>Ensure key groups of learners receive necessary intervention</li> </ul>		Targeted DPs access appropriate intervention, allowing them to close knowledge gaps and increase progress	DP intervention cohorts  DP effort and progress data	Intervention tutors <b>(cost above)</b> HOY time/HOD time/SLT time <b>(cost above)</b>
<ul style="list-style-type: none"> <li>Track and monitor the impact of all interventions</li> </ul>		Intervention Leads Maths/Eng <ul style="list-style-type: none"> <li>Provide reports on impact at the end of each intervention period</li> </ul> Heads of Department; <ul style="list-style-type: none"> <li>Provide reports on impact at the end of each intervention period</li> </ul> SLT Line managers; <ul style="list-style-type: none"> <li>Provide information from link departments to DP SLT</li> </ul>		Monitoring and assessment data shows a clear positive impact on DP progress	Progress data vs baseline assessment	Intervention tutors <b>(cost above)</b> HoD time SLT time

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Objectives	Lead	Actions / Activities	Timescale	Anticipated Outcome / Impact	Evaluation Method / Evidence Base	Resources Required
<ul style="list-style-type: none"> <li>Ensure DPs have access to all enrichment activities and aspirational events</li> </ul>	RMi	AHT Enrichment; <ul style="list-style-type: none"> <li>Publish a programme of enrichment and aspirational activities</li> <li>Ensure DPs can access these activities</li> <li>Ensure any barriers to participation are removed</li> <li>Monitor the numbers of DPs participating in enrichment activities and ensure this is a reflection of the school population as a whole</li> </ul>	Aut Term onwards	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 <b>£7400</b> Funding to remove any financial barriers <b>£500</b>
<ul style="list-style-type: none"> <li>Continue and develop external partnerships (eg GMH and tutoring via NTP)</li> </ul>	R Miles S Atkin	AHT Enrichment; <ul style="list-style-type: none"> <li>Meet regularly with HOY and external partners such as GMH to strengthen links and offer a wide range of enrichment opportunities to DPs</li> </ul> DHT Curriculum <ul style="list-style-type: none"> <li>Establish a partnership with NTP provider (Teaching Personnel) to deliver effective interventions which address social inequalities</li> </ul>	Aut Term onwards	DPs are offered a broad range of enrichment activities which help them to gain cultural capital  DPs access effective external intervention	DP participation rates in enrichment and events/Pupil voice	SLT time/GMH events <b>(cost above)</b>  Tuition costs <b>(cost above)</b>
<ul style="list-style-type: none"> <li>Continue to ensure that DPs have priority access to careers support</li> </ul>	J Ackers V Worrall	Careers Lead <ul style="list-style-type: none"> <li>Monitors the work of the careers officer to ensure DPs receive priority appointments and support</li> </ul> Careers officer; <ul style="list-style-type: none"> <li>Makes priority appointments to meet with DPs</li> </ul> Offers support to DPs and their parents with Post 16 choices	Aut Term onwards	All DPs have priority appointments to discuss their Post 16 choices  By Spring Term, all DPs have applied for college or apprenticeships	Impact reports from tuition/pupil voice  Reports from careers officer	Careers Officer time/costs <b>£9200</b>

## Leadership and Management

Objectives	Lead	Actions / Activities	Timescale	Anticipated Outcome / Impact	Evaluation Method / Evidence Base	Resources Required
<ul style="list-style-type: none"> <li>Ensure all MLs continue to focus on the progress of DPs as a priority</li> </ul>		SLT Line managers; <ul style="list-style-type: none"> <li>Ensure that DP progress is a regular LM agenda item, with clear actions being set and reviewed</li> <li>Ensure that, following each data drop, HOD have a clear set of actions regarding DP progress including the identification of any additional support required</li> <li>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</li> <li>Achievement of DP is one of 5 key areas of school improvement highlighted in appraisal targets</li> </ul>		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.	LM meeting minutes/Departmental action planning	LM meeting time/HOD time/HOY time <b>(cost above)</b>
<ul style="list-style-type: none"> <li>Ensure regular reporting of impact to LGB</li> </ul>		SL Disadvantaged pupils; <ul style="list-style-type: none"> <li>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</li> <li>Report to include an evaluation of strategies and key actions going forward</li> </ul>	Aut Term and ongoing	Head teacher and IEB have a clear overview of the impact of PP funding on DP achievement and progress	Termly report to the head teacher/LGB	SLT time <b>(cost above)</b>