



ST MARY'S
CE HIGH SCHOOL



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'Aspire - Challenge - Succeed'

Pupil Premium Statement

Review of the 2017-18 Academic Year

In the Academic Year 2017/18 the school was allocated £316,965 for our 362 PPG students. This total equate to 33% of the student cohort who are eligible for Pupil Premium funding,

The report outlines how the PPG was spent during 2017/18 and the impact this had on the achievement and well-being of students. The strategies the school has adopted have been supported by the research of the EEF and the research projects that the school is involved in.

2017-2018 Strategic Aims

- To improve the quality of teaching and learning for all disadvantaged pupils
- To close the progress gap between disadvantaged and non-disadvantaged pupils
- To close the attainment gap between disadvantaged and non-disadvantaged pupils

2017-2018 Strategic Objectives (to support the aims)

- To provide quality first teaching including the investment in a dedicated Teaching and Learning Lead where dedicated, targeted continued professional activities are developed and delivered to meet the needs of teaching staff based on identified areas for development. This leads to quality first teaching for all and improves the progress of all learners, including those who are PPG. The Sutton Trust research identifies highly effective teaching as having a significant impact on students' progress, improving outcomes by 18 months.
- To provide effective feedback to disadvantaged pupils. Research from the Education Endowment Foundation identifies "feedback" as high impact for very low cost in terms of closing the attainment gap with the impact being an equivalent of an additional 8 months of learning. Professional development activities delivered to staff facilitated the development of effective feedback techniques through the sharing of excellent practice within the school. For example, staff have been supported through whole school professional development activities to implement effective feedback strategies such as Collective Feedback, Dot Marking and "Fix-it-Five" time within lessons for Green Pen response to feedback.
- To ensure that disadvantaged pupils have full access to a wide and varied curriculum
- To ensure that all groups of pupils are supported to achieve outstanding behaviour for learning, in particular vulnerable groups of students, by reducing negative behaviours. Outstanding behaviour for learning is categorised into three areas, readiness to learn, attitude to learning and independence in learning. A pupil's behaviour for learning can be described as outstanding when they are always punctual to lessons and arrive fully equipped for learning with the correct equipment, books, materials or kit; when they work independently and demonstrate high levels of engagement and resilience in their learning. (This includes maintaining a full and accurate record of their work and extended learning and / or they take pride in the appearance and content of their work) and when they demonstrate positive approach that is supportive of the learning of others, and appreciates their ideas and views and when they work collaboratively with staff and peers at all times to create a positive learning environment. Working with Hub and the Behaviour Team, we aimed to reduce "C Logs", Internal Exclusions, Fixed Term Exclusions and Permanent Exclusions. The Education Endowment foundation identifies Behaviour Interventions as moderate impact for moderate costs with the impact being an equivalent of an additional 3 months of learning. The number of Permanent Exclusions of disadvantaged pupils reduced by 50% as a result of the

implementation of the Hub and the associated works of the team. The number of “C Logs” that were issued to Pupil Premium students fell by 2% in 2017/18 when compared with 2016/17.

- Pupils have the language and strategies to show resilience towards learning

Metacognition and self-regulation is identified as high impact for very low cost by the Education Endowment foundation, adding an additional 7 months of learning. Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.

- Counselling services are accessible to disadvantaged pupils and promote excellent behaviour for learning and resilience

With moderate cost for moderate impact, social and emotional learning add an additional 4 months of learning according to the extensive research conducted by the Education Endowment foundation. The counselling services part-funded by our Pupil Premium Grant enables students to develop their emotional and social learning to improve their behaviour for learning and their resilience in learning. In addition, research from The National Foundation for Education Research shows that a statistically significantly higher proportion of more successful secondary schools included social and emotional programmes in their Pupil Premium Grant expenditure. We have a well-established set of support systems within the school including Place2Be and safeguarding training for all staff, including how to recognize issues related to mental health.

- Improve the attendance of disadvantaged pupils to 97% so that they are not adversely affected by missing crucial curriculum time and content and to reduce the number of disadvantaged pupils on the Persistent Absence Register.

In a 2016 report, the Department for Education identified that pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons. Pupils with absence over 50%, only 3% manage to achieve five or more GCSEs at grades A*-C including Maths and English. Conversely, 73% of pupils who have over 95% attendance achieve five or more GCSEs at grades A*-C. It is also important to reduce the number of students on the Persistent Absence register in order to ensure they remain in education after GCSEs. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years

- To raise the aspirations of disadvantaged pupils, in particular relation to
 - GCSE Results
 - Post-16 study
 - University study
- To increase the extra-curricular opportunities and participation in these opportunities of disadvantaged pupils

Whilst Arts Participation is identified as a low impact intervention, adding 2 additional months of learning, over 70% of our disadvantaged pupils lack opportunities to participate in wider extra-curricular activities. Therefore, increasing the opportunities for our disadvantaged pupils adds additional educational experiences to provide a wider experience of cultural capital increasing activities

Summary of Expenditure for 2017-2018

Salary related expenditure: £192,728

Of the 220 students on the Additional Needs Register, 137 (62%) are disadvantaged pupils. The Pupil Premium funding has been used to support students within school to access additional support systems so that they can further develop their learning.

- **£116,568 Employment of additional Learning Support Assistants, safeguarding post, breakfast club, learning mentors and Aspire Mentors**

This has included specialist education and support staff for intervention for Maths and English to develop the students' numeracy and literacy skills. In addition, this has provided funding for additional areas of learning support such as the Study Café – a resources dedicated to supporting students to complete homework, complete revision and gain support from learning mentors after school hours with 78.6% of attendees being disadvantaged pupils. In addition to this, it has provided extended hours to our Learning Resource Centre for younger disadvantaged students to access library facilities after school hours in order to complete homework. This has also facilitated the introduction of a Breakfast Club for vulnerable students to access within the Student Centre.

The funding has also been used to contribute to the employment of additional learning support assistants, a dedicated safeguarding officer, breakfast clubs and "Aspire mentors". These additional staff provide invaluable support in a number of pastoral issues where students need additional guidance from a trusted adult.

We have 23 support staff who are trained in Specific Learning Needs and who are also trained to support Social, Emotional and Mental Health issues. The Safeguarding Officer works across the whole school but a higher proportion of Pupil Premium Grant Pupils access this support.

Admissions to St Mary's 6th form of Pupil Premium pupils increased by 75% for the academic year 2018/19 based on those pupils studying in yr11 in 2017/18 showing that work to raise aspirations of our disadvantaged pupils is having a positive effect.

Pupil Premium Students have been identified as benefiting from overstaffing in core subjects, a dedicated Behaviour manager, targeted intervention groups and holiday intervention sessions.

- **£37,265 Overstaffing in core subjects**

Small group tuition is identified as moderate impact for moderate cost but has proven beneficial to our disadvantaged pupils with additional needs and those who entered the school with below age related expectation scores adding an additional 4 months of progress. Overstaffing has facilitated smaller class sizes for those students who are lower ability and need additional support but has also allowed for intervention at the top for Pupil Premium Grant students identified as High Starters.

- **£25,310 Behaviour manager**

41% of users of The Hub, a dedicated behavior support center, are disadvantaged pupils. Research from the Education Endowment Foundation identifies behaviour interventions as moderate impact for moderate cost adding 3 months additional progress. Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. The number of Permanent Exclusions of disadvantaged pupils reduced by 50% as a result of the implementation of the Hub and the associated works of the team. Of the students accessing the Hub, 42% are identified as Pupil Premium Grant pupils.

- **£37,265 Intervention groups**

Specialised intervention groups were established including additional literacy and numeracy for disadvantaged pupils with Special Education Needs and/or Disability. Research from the Education Endowment Foundation identifies small group tuition as moderate impact for moderate cost adding 4 months additional progress. Results from 2017/18 have shown that the gap has reduced slightly in both English and Maths. English has reduced by 0.05 and Maths has reduced by -0.01. Current predictions are showing that the gap for the 2018/19 cohort has reduced further to -0.13 in English. In Maths, a Progress 8 figure of 0.21 is predicted showing a significant improvement in the results of Pupil Premium students with these students out performing non-disadvantaged pupils in the subject. Intervention Groups were also established in English with dedicated tutors supporting students with their literacy and Sixth Form Students were trained as Reading Buddies to support weaker readers in lower school. The funding was also used to provide literacy and numeracy interventions. 75% of the Pupil Premium Pupils who received literacy and numeracy interventions went on to meet or exceed their target by the end of the year.

- **£6,893 Holiday intervention sessions**

Research from the Education Endowment Foundation identifies summer schools as low impact for moderate cost adding 2 months additional progress. Holiday intervention sessions are lessons or classes during the holidays. They are often designed as catch-up programmes, although some do not have an academic focus and concentrate on sports or other non-academic activities. Others have a specific aim, such as supporting pupils at the transition from primary to secondary school or preparing high-attaining pupils for university. This has been particularly evident as beneficial in ICT and Business Studies who both ran subject-specific Summer Schools. In ICT, Progress 8 scores for disadvantaged pupils were +0.37 and in Business Studies, Progress 8 scores for disadvantaged pupils were +0.35 indicating that Pupil Premium students targeted by this form of intervention have benefitted significantly from additional learning time.

Non-salary related expenditure: £117,505

Life chances are not fixed and schools are important for improving children's attainment and narrowing gaps. Evidence shows that this can be achieved with a culture of high expectations and targeted catch-up and enrichment activities, alongside high quality teaching. (DfE, 2013).

- **£5,397 School trips and fees including Subsidized Theatre visits**

Research from the Education Endowment Foundation lists arts participation: low impact for low cost (+2). The term cultural capital refers to non-financial social assets that promote social mobility beyond economic means. Examples can include education, intellect, and style of speech, dress, or physical appearance. Cultural capital can also be defined as the forms of knowledge, skills, education and advantage that a person has which give them a higher status in society. Children who have stronger cultural capital are likely to achieve better. Knowledge of classical music, dance, works of art like paintings & sculptures, architecture, and cuisine are typical examples of cultural capital. Cultural capital has a positive impact on education outcomes, the more 'cultural capital' a student has, the better they will do academically (Xu, Hampden and Thompson (2012)). With this in mind, some of the Pupil Premium Grant funding has been used to promote and improve cultural capital amongst our disadvantaged pupils. This has included subsidized school trips to curriculum related, cultural capital places such as The Tower of London, Bletchley Park, Flatford Mills, World War Battlefields and trips to the theatre to watch stage plays and musicals – opportunities that our students may not usually have access to. 26% of Pupil Premium pupils in the academic year 2017/18 accessed at least one extra-curricular trip with some pupils accessing up to 3 trips across the year showing an increase in the number of Pupil Premium pupils accessing extra-curricular visits. This will increase over the next academic year as there has been a clear focus on ensuring that Pupil Premium Students are involved in extra-curricular activities where a target of 35% of visit attendees must be Pupil Premium Grant Students.

- **£475 LAMDA Exam Fees** – 20% of the additional qualifications achieved through LAMDA were achieved by Pupil Premium Students.
- **£149 Music Tuition** – 30% of the students receiving music tuition were Pupil Premium students

- **£19,372 Varied percentage payments for School-specific systems & software**

- **£1,525 CPOMS (100%)** CPOMS is the market leading software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. Working alongside the school's existing safeguarding processes, CPOMS is an intuitive system which helps with the management and recording of issues such as child protection, behavioural issues, bullying, special educational needs and domestic issues. Using CPOMS, we ensure that students are safe and fully supported, whilst school staff can focus on teaching and providing support, instead of administration. CPOMS referrals are dealt with directly by the Safeguarding Officer in the first instance and followed up with relevant staff members. This facilitates a holistic overview of a student and issues that surround them.
- **£2,264 Show My Homework (100%)** Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Common homework activities in secondary schools include completing tasks assigned in lessons, preparing for tasks in future lessons, routine coursework, and revision for tests and examinations. Our definition also includes activities such as 'homework clubs' where pupils have the opportunity to complete homework in school but outside normal school hours, and 'flipped learning' models, where pupils prepare at home for classroom discussion and application tasks. The evidence shows that the impact of homework, on average, is five months' additional progress. However, beneath this average there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important.

Usage reports show that an equal distribution of homework is set across the year groups and that it is used regularly to set, collect and assess homework completed by students. Statistics from Show My Homework indicate that we have one of the greatest usages of this system across the country. In addition to this, £896 was spent on Collins Content to support students with learning resources via Show My Homework.

- **£10, 693 Accelerated Reader Subscription (100%)** The Education Endowment Foundation's latest research identifies that good literacy skills are crucial to closing the attainment gap with reading & comprehension strategies identified as low cost for high impact adding 6 months additional progress. There is scope for the educational environment to develop the linguistic capital a child may have through the use of higher level vocabulary for certain subjects. On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. As a result of this programme, 45% of students improved their reading age over the course of the year.
- **£370 Student Pro (100%)**
- **£3,624 Call Parents (30%)** Call Parents is proven to reduce unauthorised absences in schools and facilitates greater parental responses to messages related to absence and lateness.
- **£514 The Education Company (35%)** 35% of the cost of the purchase of 117 Literary Eye GCSE English magazines to support students learning and understanding on key literary texts.

- **£869 Laptops purchased for pupils**

Studies from the Education Endowment Foundation consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving. This has proven to be of particular benefit to students completing BTEC courses or those courses heavily reliant on the use of technology such as Business Studies and ICT. In ICT, Progress 8 scores for disadvantaged pupils were +0.37 and in Business Studies, Progress 8 scores for disadvantaged pupils were +0.35 indicating that Pupil Premium students targeted by this form of intervention have benefitted significantly from having access to technology that would have otherwise been unavailable.

- **£4,398 Rewards**

Research, again from the Education Endowment Foundation, shows that there is a positive impact of both event (rewards trips) and financial incentives (prize draws) on certain subject areas where pupils have low levels of prior attainment.

- **£9,079 Family support worker**

Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. Schools can support parents to engage with their children's learning in a wide range of ways, for example, by providing regular feedback on children's progress, offering advice on improving the home learning environment and running more intensive programmes for children struggling with reading or behaviour.

Utilisation of a Family Support Worker opens lines of communication and facilitates parental engagement at a moderate cost for moderate impact, adding 3 months; however, this has proven to be effective in getting our hard to reach parents engaged in the school. The Family Support Workers support with parenting, engagement in school and support with protective behaviours. In addition to this, the Family Support Workers have supported our "Just About Managing" and Pupil Premium Families with some housing and welfare related issues. They have also been utilized to complete some preventative work on

behaviour, but more so attendance. Attendance figures for the year 2017-18 decreased slightly and there were more absences from disadvantaged pupils than in the previous year. A number of these pupils were known to be Persistent Absence pupils who had a number of other extenuating issues compounding their ability to attend school. However, the overall attendance figures for those who are Free School Meals is close to the targeted figure and the attendance figures for those who are Looked After Children is in line with non-pupil premium students. Data from Hertfordshire shows that this is in line with national figures

- **£5,000 Behaviour & attendance services**

Behaviour interventions seek to improve attainment by reducing challenging behaviour. Behaviour interventions are identified as moderate impact for moderate cost adding 3 months additional progress. Pupils have to be in school and able to pay attention before they can access learning. The DfE identify Behaviour and Attendance services as a key strategy for improving outcomes. More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families. An increasing trend in Fixed Term Exclusions has been addressed this academic year with the implementation of The Hub as an additional intervention to support in the management of pupil behaviour through targeted provision for identified at risk pupils as well as daily on call and time out provision. Tracking shows that comparative Fixed Term Exclusions of Pupil Premium Students (vs 2016/17) have dropped significantly (by 50%). This provision has targeted Pupil Premium pupils, with 41% of those accessing The Hub being Pupil Premium.

- **£32,400 Place2Be**

Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment according to the research from The Education Endowment Foundation. Place to Be intervention shows that the number of Pupil Premium pupils who have been accessing Place2BE and Place2Talk has increased by 50% whilst at the same time, the number of Pupil Premium exclusions has decreased by 50%. This is a service that cannot be accessed outside of school by parent/carers.

- **£1,351 20-20 Intervention,**

Specific, targeted tuition was utilised to consolidate learning in Modern Foreign Languages and to improve outcomes of pupils. This was due to an absence of specialist staff and was implemented to ensure that students could access the curriculum content and subsequently access their examinations in their respective Modern Foreign Language. Attainment in French and Spanish was slightly higher than in other subject areas with French achieving an Attainment 8 Score of 54.62 and Spanish achieving 52.55.

- **£12,000 Team-Up**

Peer tutoring involves pupils working as academic tutors to other pupils. Usually, a high performing pupil tutors a pupil who needs support with learning. Older pupils are paired with younger pupils to teach or review a skill. The positions of tutor and tutee do not change. The Education Endowment Foundation research shows that Peer Tutoring has moderate impact for low cost adding 5 months. Team-Up was used to delivery additional tutoring in English and Maths. In the September baseline assessment for Maths, the average percentage score was 13%, leading to an average grade of 0.5, as measured in the new GCSE grading system. In the January progress assessment, the average percentage score was 16%, leading to an average grade of 0.8. In the latest assessment completed in March, the average percentage was 21%, which is a grade of 1.3. This means that over the last term, pupils made on average 5% progress,

which represents half a grade's progress. Over both terms, the pupils have improved by 8%, or 0.8 grades. In the September baseline assessment in English, the average percentage score was 44%, leading to an average grade of 3.2, as measured in the new GCSE grading system. In the January progress assessment, the average percentage score dipped slightly at 41%, leading to an average grade of 3.0. It is therefore pleasing to see that in the latest assessment completed in March, the average percentage was 49%, which is a grade of 3.7. This means that over the last term, pupils made on average 8% progress, which constitutes 0.7 of a grade's progress. Over both terms, the pupils improved by 5%, or 0.5 grades.

- **£6,692 Whole Staff CPA – Outstanding Teaching**

The Sutton Trust's report states: "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning." All students are entitled to challenging and engaging lessons. This means never accepting anything other than great for them and ensuring teachers have provided them with what they need in order to make progress. This is achieved through high quality continued professional activities to further develop practice to be consistently outstanding. Internal monitoring and quality assurance, known as TAP, shows that there is a focus on monitoring of disadvantaged pupils' books to ensure feedback is constructive, challenge is evident and presentation is adhered to. Evidence of this can be found within departmental monitoring files. TAP shows that there is a consistency of marking between disadvantaged and non-disadvantaged pupils, differentiation is evident across all subjects, expectations regarding presentation are evident within Teaching and Learning Areas but gaps from absences are not always addressed. There is not a consistency across all Teaching and Learning Areas regarding marking practices in all books monitored which is triangulated by pastoral monitoring. These are referenced within the School Improvement Plan as areas for further development within the school and remain a high priority for Continued Professional Development. In addition, internal monitoring of the quality of teaching and learning showed that the number of lessons judged to be good or better increased by 10% over the course of 2017/18 when compared with 2016/17.

- **£19,516 Inclusion and intervention**

Funding was also used to provide additional capacity within the Student Centre to support those pupil premium students who have additional needs. It was also used to support the smaller groups in Maths and English. This funding was used for additional staff time and resources to ensure the small group sizes could be kept to maximise impact. This arrangement enabled the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Overall, evidence shows that small group tuition is effective and, as a rule of thumb adding 4 months additional progress. These strategies have proven to improve outcomes for those with Additional Needs with Attainment 8 scores rising from 29.43 in 2016/17 to 33.53 in 2017/18.

- **£4,099 Revision Guides**

At St Mary's CE High School we ensure that we explicitly direct Pupil Premium students to free on line sources of support for the current topic, or for revision. In addition to this, we make absolutely sure that Pupil Premium students have got copies of past papers and revision materials and we made it part of our strategy that these should be provided free of charge to those who qualified for funding. 100% of Free School Meal and Pupil Premium Students have revision resources for their exams, including resources such as equipment, flash cards and highlighters to support their revision. In addition, students were taught how to revise effectively through interactive revision strategy training sessions across the academic year.

- **£5,763 Supporting Activities**

In addition to specific, targeted interventions, some of the funding allocation was spent on activities to support interventions and strategies. These include £3,572 catering costs where food and drink is provided to the Study Café to encourage students who are staying late at school have a snack during their students and also to provide break time food for the Team Up tutoring programme. On occasion, our grant allocation has been used to support Pupil Premium Students who were not Free School Meals by:

- Providing meal in school costing £1,086
- Supporting students with transportation either by funding the school minibus for school trips or providing taxis for students to travel to and from school costing £466
- Utilising interpretation services for parents who did not speak English £125.
- Facilitating alternative provision for students with varying needs (including part payment of Capel Manor), CTP, Herts regional college in order for them to access a more personalised curriculum. Personalised learning offers a means of transforming the learning experience of every child. It will create an education system tailored to the needs, interests and aptitudes of every single pupil. As such, it is a challenge for schools, but it is also a real opportunity to make a positive impact on young people's learning and future.