



ST MARY'S
CE HIGH SCHOOL

St Mary's CE High School

'Aspire - Challenge - Succeed'

Pupil Premium Statement 2018-19

Review of the 2018/19 Academic Year

In the Academic Year 2018/19 the school was allocated £314,552 for our 330 PPG students. This total equate to 31% of the student cohort who are eligible for Pupil Premium funding, although by the end of the year this figure had risen to 39% due to the on-rolling of casual admissions and is inclusive of bursary students in the sixth Form.

The report outlines how the PPG was spent during 2018/19 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.

Summary of Expenditure for 2018-2019

£14,000 Whole Staff CPA – Outstanding Teaching

Pupil premium spend has supported an intensive Teaching and Learning CPA programme ranging from key educationalists sharing teaching and learning strategies such as Tom Sherington. A research project was also developed and led by the Associate Assistant Head Teacher. The impacts of these projects are more long term but Teaching and Learning projects showed an impact and improvement in pedagogy focused and grounded in research. This project will be further disseminated across the school in 2019-2020.

£37,371 Employment of additional Learning Support Assistants to support learning outside of the school day and during tutorials

Study café and Breakfast Club

The Pupil Premium Grant has provided extended hours across the school day to PPG students. Internal school surveys indicated that one of the barriers to learning was the home environment and therefore the school day was extended from 7.30am – 5.00pm in order to meet student's needs. This has included extending the hours of the Learning Resource Centre for younger disadvantaged students to access library facilities after school hours in order to complete homework as well as a breakfast club and after school study café. The impact has been that over 70% of regular attendees were PPG.

In addition, to the Study Café – a resource dedicated to supporting students to complete homework, complete revision – Sixth Form tutors have been employed to support students in their learning. Laptops, textbooks and other resources are available for students to facilitate their learning and has established a 'no excuses' culture regarding the completion of extended learning. The impact of this provision has been positive with over 75% of regular attendees being disadvantaged. The Breakfast Club in the morning has on average 25 KS3 students accessing provision the mornings; of these 60% are PPG students. The impact of this intervention has also resulted in a reduction of homework logs for failure to complete extended learning by 3% and showing little disparity between PPG and non-PPG students.

£25,810 Behaviour Manager of the Hub & £21,410 Aspire Learning Mentor

Over 45% of users of The Hub, a dedicated behavior support center, are disadvantaged pupils. The work of the Hub covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, bullying and general anti-social activities that impact on learning in the classroom. In 2018-19. 57% of Fixed Term Exclusions were PPG students which means they are still over-represented in the figures. However, in order to support learning integration room has been set up to 'return students to learning' to explore and remove the barriers that are presented for PPG students in the classroom and to promote positive attitudes to learning. Of these students accessing the hub, 42% have received intensive support through mentoring. As a result of this funding exclusions fell by 31% between 2017-19.

£45,466 - LSA's to support PPG students with additional needs

Of the 238 students on the Additional Needs Register, 85 (37%) are disadvantaged pupils. The Pupil Premium funding has been used to support students within school to access additional support programmes to close gaps in literacy and numeracy and SEMH.

Specialised intervention groups were established across tutorials and during the school day with the aim to liaise with classroom teachers and consolidate learning within the classroom. Reading, Ruth Miskin, Numeracy and EAL provisions were coordinated for individual student across the school year. (This is in additional to catch-up funding)

Year 7 Headlines:

- Reading age improved by average of 14 months per student.
- Spelling age improved by average 11 months per student.



Year 8 Headlines:

- Reading age improved by average of 12 months per student.
- Spelling age improved by average 21 months per student

Offsite placements

5 of the 6 offsite placements were PPG students. All four of the Year 11 students went onto College in Sept 19. All gained a relevant qualification.

£10,700 English and Humanities Tutor

Two academic tutors were employed to support students in English and Humanities. Their remit was to support students through closing the gap activities with particular attention to literacy skills and examination technique. The impact on PPG students shows that the gap at GCSE did not grow and remained small but the impact did not have as high impacts when assessing students' progress. This provision has not been extended as a result of this.

£29,885 Family Support Workers working across the whole school year

Family Support has also been budgeted from the PPG. This pays in part for a St Mary's Family Support worker who is actively supporting 56 families of whom 46% are PPG. This provision allows teachers and support staff to deal with the needs of the child and liaise with family support to ensure a more holistic approach to support. The aim is to break down barriers to progress such as mental health and attendance barriers that stem from family circumstances. Family Support also provides attendance support for hard to reach families of whom 62% are PPG. Family Support also works with families where absence to school is barrier. Family Support have worked intensively with 14 PPG families to improve attendance and the impact has seen a slight narrowing of the gap between PPG and Non-PPG students of 1.2%.

The PPG attendance gap is at 1.2% a fall of 0.8% compared to the previous year but there remains a challenge for FSM children with a gap of 2.1% although this reflects a 3% fall from the previous year.

£25,640 Safeguarding Officer

The Safeguarding Officer works across the whole school but a higher proportion of Pupil Premium Grant Pupils access this support. 61% of all TAF, CIN, Section 47 and Referrals to CSD are PPG students. Safeguarding is rigorous and liaises closely with Family Support to offer a holistic approach to welfare.

Non-salaried PPG breakdown

£14,160 Learning Interventions

Year 10 Tutoring with TeamUp

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 and the outcomes were favorable with students making 0.4 grades progress. However, with additional challenges recruiting Sixth formers due to after school lessons and the super curriculum, the school has chosen not to continue with this provision next year.

£10,182 Holiday Revision sessions

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. Progress data results show that holiday interventions in English and Religious Studies had some impact. However, the intervention targeted at the High Ability boys in maths did not raise achievement or improve progress making intervention more effective when run in the constraints of the school day.

£4,500 School trips and fees including Subsidized Theatre visits



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 trips such as The Tower of London, 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 2018 / 19 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.

A specific emphasis has been placed on PPG students accessing CEIAG trip with 58% of PPG accessing careers trips in 2018-19.

*Still to be validated

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

£2,264 Show My Homework 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.

£5,682 Accelerated Reader

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 program:

Year 7

- Students whose ZPD has progressed since Sep 18: 59% (133/224)
- Students whose ZPD has stayed the same since Sep 18: 5% (12/224)
- Students whose ZPD has decreased since Sep 18: 35% (79/224)

Year 8

- Students whose ZPD has progressed since Sep 18: 55% (123/224)
- Students whose ZPD has stayed the same since Sep 18: 8% (17/224)
- Students whose ZPD has decreased since Sep 18: 37% (84/224)

Year 7

- Students whose Reading Age has increased since Sep 18: 58% (131/224)
- Students whose Reading Age has stayed the same since Sep 18: 4% (9/224)
- Students whose Reading Age has decreased since Sep 18: 38% (84/224)

Year 8

- Students whose Reading Age has increased since Sep 18: 58% (128/224)



- Students whose Reading Age has stayed the same since Sep 18: 4% (8/224)
- Students whose Reading Age has decreased since Sep 18: 37% (83/224)

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. 6 PPG students were given access to laptops and all used these appropriately and reduced homework logs.

£3,500 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. There has been an improvement by 5% of PPG students gaining rewards compared to 2017-18. This equates to 33% which is in-line with the proportion of PPG students across the cohort. There is still work to continue to raise the number of rewards given to PPG students.

Initial analysis showed that only 24% of students who were PPG were invited to Annual Prize Giving's and this was addressed in Teaching and Learning teams for successive years.

£38,400 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 with 80% of students being PPG (150 students / 187 accessed the service last 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 £2,300 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
- 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 £1,000
- Utilising interpretation services for parents who did not speak English £100
- Facilitating alternative provision for students with varying needs including, CTP and 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.
- LAMDA provision has ensured that five students have passed their LAMDA examinations with a grade 4 or above