

Pupil premium strategy statement

School overview

Metric	Data
School name	St Marys CE High School
Pupils in school	1265 / 1050 (not including Sixth Form)
Proportion of disadvantaged pupils	35%
Pupil premium allocation this academic year	£361, 052
Academic year or years covered by statement	2019-20 – 2020-21
Publish date	November 2020
Review date	September 2021
Statement authorised by	Nicholas Simms
Pupil premium lead	Emma Watts & Daniel Worker (from 01.01.21)
Governor lead	Rev Eugene Hanshaw and Pat Higgins

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.14
Ebacc entry	30%
Attainment 8	41.66
Percentage of Grade 5+ in English and maths	28.57%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	0.23	Sept 21
Attainment 8	47.31	Sept 21
Percentage of Grade 5+ in English and maths	37%	Sept 21
Other	0.5	Sept 21
Ebacc entry	0.22	Sept 21

Teaching priorities for current academic year

Measure	Activity
<p>To develop an ambitious curriculum which supports the needs of all students and provides rigour and breadth</p>	<p>Teaching and Learning planning time including additional CPA for staff to ensure the curriculum is reflective of the DAP community and students needs</p> <p>Curriculum planning time / CPA / access and engagement in professional associations to ensure that students are taught the best of what is seen thought and created.</p> <p>Staff engaging in subject specific scholarly research to ensure that the curriculum is reflective of current scholarly developments</p> <p>Rigorous monitoring of PP through learning walks, data grabs and raising standards meetings ensuring that the momentum for change remains relentless and PP remains a priority for all</p> <p>Utilise the school academy programme to raise the quality of T&L provision in Performing Arts but also to develop the wider curriculum for PP who may not otherwise have access to provision</p>
<p>Improve the quality of Teaching where it is not securely good or outstanding</p>	<p>Employment of Lead Practitioners and their strategic deployment (identified by a robust monitoring schedule that identifies needs for staff training and development)</p> <p>Comprehensive CPA programme for staff to develop pedagogy</p> <p>Further engagement in research to expose and educate staff in the pedagogies that have the biggest impact on PP students' progress. To set up research projects with this focus in mind.</p> <p>Investment in a coaching programme to engage staff and accelerate individual improvement.</p> <p>Overstaffing in core subjects to promote team teaching, intervention and modelling of outstanding provision</p> <p>Investment in CPA maths and working with Primary Schools so that the provision in maths supports a comprehensive transition</p> <p>Investment in Hegarty maths to complement the provision in maths</p>
<p>To improve the outcomes of High ability PP students</p>	<p>Employment of an AHT to ensure that HA DAP students are stretched and challenged within the school curriculum and that the Progress 8 score for this group is in line with or exceeding the national average</p> <p>Thorough and robust in-class/ departmental monitoring and tracking of the impact of wave 1-2 on PP students and the promotion of responsive teaching to close gaps</p>

	<p>Review the curriculum with a focus on boys engagement and identify the barriers that are impairing boys achievement</p> <p>Introduce a system of mentoring of high ability PP students</p>
To develop blended learning in case of a lockdown due to Coronavirus.	<p>Subjects to prepare for lockdown and IT Lead Practitioner to provide training on Google Classroom (blended learning) and disseminate good IT practice across the whole school (inclusive of students)</p> <p>Electronic access for all PP (inclusive of Yr 7 transition) and access to a range of learning resources to facilitate learning from home if necessary</p> <p>Refinement of marking and feedback techniques so that feedback is meaningful and students remain motivated and make progress</p> <p>Introduce virtual parent/carer workshops to provide strategies to support their children/teenagers with learning.</p>
Barriers to learning these priorities address	<p>Restrictions for staff regarding their teaching practices due to Covid and adherence to the Risk Assessment</p> <p>Ability to train staff effectively due to Covid restrictions</p> <p>Staff recruitment due to the school's proximity to London and the national recruitment issues for core subjects and lead teachers</p> <p>Parent/carer support in a Covid</p>
Projected spending	£210,000

Targeted academic support for current academic year

Measure	Activity
Progress and Attainment	<p>1:1 and group support</p> <p>Train up LSA's in specialisms to provide instruction to SEND DAP students on curriculum content</p> <p>Comprehensive intervention programme from KS3 but with foci on Year 11 to prepare them for their examinations post-Covid lockdown</p> <p>Recruitment of tutors in core subjects to provide personalised learning opportunities to complement the classroom</p> <p>Exploration of digital tutoring and other digital programmes to accelerate progress</p> <p>Investment in on-line tutorial programmes for key students such as those motivated and independent</p>
Development of literacy skills reading skills	<p>Cascading of Accelerated Reader across Year 7 and 8</p> <p>Bedrock Vocabulary programme</p> <p>Book clubs for more able students</p>

	<p>Continue to run reading interventions in the Student Centre</p> <p>Invest in the LRC and purchase books that appeal to our young people and that reflect the schools' diversity and belief in equality</p> <p>Development of numeracy programmes across KS3 such as ninja's which will be run through tutorials</p>
Barriers to learning these priorities address	<p>Social bubbles and virtual learning within the risk assessment framework</p> <p>Deprivation in the area means numbers of PP fluctuate and it's important school can respond quickly to changes in children's circumstances</p>
Projected spending	£60,000

Wider strategies for current academic year

Measure	Activity
Attendance	<p>Investment in in-house Attendance services</p> <p>Provide robust integration for students with poor attendance that is impairing their ability to progress in subjects</p> <p>Provide a blended learning experience for PP students with mental health needs that are impairing their ability to attend school</p> <p>Development of attendance surgeries for PPG students that have concerning attendance via Student Managers and assertive mentoring programmes.</p> <p>Increased rewards for 100% attendance (half and full termly) and more opportunities to be praised for improved attendance have been implemented.</p> <p>Behaviour contracts allowing parents an understanding of their child's attendance issues are also being implemented.</p>
To improve the wellbeing and resilience of our PPG students with SEMH concerns	<p>Continued investment in a counselling service; internal mental health counselling provision, and offering and training more staff to therefore increase the opportunities for counselling and mentoring to take place. Further development of increased suitable specific venues for counselling to take place.</p> <p>Continued investment in a PSHE and tutorial programme to develop resilience of students in their learning and create a culture of independent learners. Integrated work between the mental health lead and PSHE lead to ensure that relevant, up to date and impactful PSHE programmes are implemented in both tutor time and via the PSHE lesson time.</p> <p>Work with PiXL to disseminate the Mathew Syed resilience and wellbeing programme across KS3.</p> <p>Development of mental health and wellbeing outdoor space is in progress, with the development of a gardening and outdoor venue being implemented and funded.</p>

To further develop assertive mentoring, aspirations and careers opportunities across key stage 3 and 4	<p>A4A to provide opportunities and training to Student Managers to integrate career advice and guidance into the pastoral support programme for KS3-4</p> <p>Set up a mentoring programme to track progress of students who are working hard but not making good progress in lessons (Horsforth Accelerate students)</p> <p>Use UniFrog more widely across KS3-4</p>
Establish routines of good behaviour for learning resulting in a reduction in incident logs/FTE for DAP students and an increase in achievement logs in line with non-DAP	<p>A remodel of the behaviour support Hub is underway, redefining roles and responsibilities and employing a new Hub Manager to fully support PPG students who are displaying behavioural concerns.</p> <p>The development of a proactive set of courses to support PPG students is underway, looking at; self-esteem, relationship development, anger management and communication. This is further supported by individual student mentoring targeting PP students.</p> <p>Increased rewards have been implemented and PP students are recognised within this system on half termly achievement Act of Worship. Certificates, badges and external rewards have been implemented to develop a positive praise culture within the school.</p> <p>The school behaviour policy asks that positive behaviour is addressed first to promote good relationships and an affirmative culture for all students but where PP students can be impacted significantly.</p>
Barriers to learning these priorities address	<p>Engagement of a small group of parent/carers</p> <p>Allowance of internet access and data for resource download</p> <p>Training opportunities for staff and one to one provision for students may be impacted by Covid and social distancing rules</p> <p>Time availability of Student Managers to deliver provision and to be trained on Unifrog by the CEIAG lead</p> <p>Strategic role of the Student Managers as implementers of change for key PP students and prioritisation of their key roles</p>
Projected spending	Approx £60,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Embedding strategies for the more able across the curriculum</p> <p>Addressing knowledge gaps</p> <p>Teaching higher order thinking skills</p> <p>Student independence</p> <p>Train staff and embed good practice to track and evaluate assessment data of PPG from a</p>	<p>Robust observations of teaching practice</p> <p>Investment of high quality CPA and coaches in key subject areas</p> <p>Effective assessment to identify and target gaps in Raising Standards meetings and departmental meetings</p> <p>Time and skill for effective data analysis</p>

	classroom level to a departmental level	
Targeted support	Effectively track PP intervention and impact across all waves of intervention	To use ELT and T&L time to prioritise moderation, tracking of PP across subject areas and intervention Investment in PiXL to support the process of tracking and diagnosis Introduce tutoring and small group support to bridge skill and knowledge gaps
Wider strategies	Behaviour of PP students to be good: reduction in behaviour logs and FTE Increase in affirmative praise and reward	Remodelling provision in the Hub to be a proactive Dissemination of factors for teachers so there is a stronger understanding of students' circumstance such as homelessness

Review: last year's aims and outcomes

Measure	Outcome
Reduce the progress and attainment gap by .25 grade	<p>DAP progress 8 data improved but remains negative at -0.14 The gap in all performance measures remains for 2020 when compared to Others. The overall progress gap remains close to the national figures of half a grade (-0.52) and increased for 2020.</p> <p>The boys DAP gap was -0.56, with the girls gap only -0.12, with both DAP and NDAP girls demonstrating positive progress close to 0.5. (0.48/0.6)</p> <p>This remains an area of school focus.</p> <p>The observations that took place between September 2019 – February 2020 were carried out with mainly new staff such as NQT's as part of the induction programme in the school. Over 80% of lessons were deemed to be good or better. It is important to note that this is not in line with the school target but the data is marred as not all staff were observed and those needing support were observed early in order to put coaching and mentoring in place.</p> <p>However, observations provided clear evidence of improvement as a result of the introduction of tier 2 vocab and the different aspects of the research projects (such as metacognition) which was evidenced in about 96% of those lessons seen.</p>
To improve the wellbeing and resilience of our PPG students with SEMH concerns -results seen in improved attendance,	The CPA programme was halted by Covid and the impact was not analysed and has been carried forward to the following academic year. Also staffing change midway through delivery of metacognition training which further impacted on this work.

<p>improvement in progress data and strengths and weaknesses' questionnaire show greater resilience</p>	<p>However, teacher Toolkits and explicit CPA was put in place to identify how to use metacognition in classes and the Do Now activities in lessons focus on retrieval practice. Evaluations of this was good.</p> <p>Students are more aware of the learning process which is evidenced in lesson observations and student voice.</p> <p>Staff are integrating metacognition through planning meetings and ELT forums where staff are integrating this into their planning – good practice observed in MFL and Geography in particular</p> <p>Investment was made for Year 11 and they received training on revision techniques which was then booked for staff to receive this was finally received by staff in October 2020 when safe to do so. Evaluation surveys were very positive and staff report that they are more confident using revision strategies with students.</p>
<p>To further develop assertive mentoring, aspirations and careers opportunities across key stage 3 and 4</p>	<p>As the end of year assessments did not take place, students will need to be assessed at the start of the academic term and Data grabs and reading / spelling tests that are due to take place by November 2020 will provide an indication of progress and where intervention and responsive teaching is needed.</p> <p>However the data available shows that reading interventions have had a positive impact on student's progress:</p> <p>Accelerated reader data identified that students have made progress on this programme. PP money has been spent on the programme and on resourcing books to ensure that there is a range of books for students to access the programme.</p> <p>Engagement became better with a rewards structure. Full impact can't be shown as the second ZPD test wasn't completed due to school closures. However the last data obtained indicted that the 35 regular users of Accelerated Reader progressed their reading by an average of 1.2 years. This includes students who made over 2 years progress and one students who made over three years progress. Only two students made no progress or regressed.</p> <p>21 PPG students were intensively supported in reading and spelling. The average reading age increase in Year 7 was 7 months progress between September 2019 and September 2020 (with over six months outside of school). The average reading age increase in Year 8 was 15 months progress and spelling ages increased by 16 months.</p> <p>An alternative curriculum was also put in place for Year 7 students to support the development of their literacy and numeracy</p>
<p>Establish routines of good behaviour for learning resulting in a:</p>	<p>The resignation of the DHT in charge of behaviour was replaced temporarily until a substantive DHT was recruited. However, the data shows that Behaviour points last year still show a</p>

<ul style="list-style-type: none"> • 20% reduction in incident logs • 50% reduction for FTE • 20% increase in achievement logs to bring in line with non-DAP 	<p>disproportionate weighing for PPG students who account for 40% of all logs received. This was a rise from 2018-19 of 5%. However, this does not take into account the impact of work started with key students which was not completed due to Lockdown.</p> <p>The areas where PP are receiving proportionately more logs that non-PP are for:</p> <ul style="list-style-type: none"> • Persistent disruption – 46% • Strikes on Conduct Cards – 47% • Defiance and failure to follow instructions – 57% • Homophobic language 45% • Damage to property – 69% <p>A key areas where improvement was made between 2018-19 and 2019-20 was: lateness with a 19% reduction for PPG students.</p> <p>Exclusion data in 2018-19 shows that 40% of fixed terms exclusions were as a result of behaviour by PPG students, this is broadly in line with the number of PPG students within the school, highlighting that no real GAP exists within serious behaviours between PPG and non PPG students.</p> <p>2019-20 data highlights a slight increase in the number of fixed term exclusions for PPG students to 47%, but also reflects an increase in the number of PPG students within the school.</p> <p>However analysing the data it can be seen that 41% of these exclusions were from a small number of pupils (6).</p> <p>Excluding the data of these 6 students means that the overall Fixed Term Exclusion data for PPG students was at 34.4%, which is below the number of PPG students within the school.</p> <p>Extensive work has been done with the 6 students, through the behaviour support team and year teams, this has seen an overall improvement in 5 students and an alternative curriculum pathway has been sourced for the sixth student.</p> <p>Further work with the mentoring of PPG students displaying disruptive behaviour is planned via the Behaviour team, and a new Behaviour hub manager is being employed to set up specific interventions for PPG students, with support of external agencies.</p>
<p>Barriers to learning these priorities address</p>	<p>GCSE Pod was purchased during lockdown and data shows that: 69% of PP students in Yr 10 are accessing the programme compared to 84% of Non-PP. Of the top 50 users only 14% are PP</p>

	<p>In Yr 11 65% of PP are accessing GCSEPod compared to 77% of non-PP. Of the top 50 users only 10% are PP</p> <p>50 students received a laptop who were PP after a survey was sent out to identify whether access to school provision was hampered by the lack of IT resources</p> <p>Also, Year Leads and Student Managers identified those students not accessing SMHW and called home where parent/carers had not completed the survey to ensure that students had resources to support their learning</p> <p>There was a delay in collation of information and in stocks of laptops arriving in school. Not all families collected laptops or were not at home when arranged collections had been agreed.</p> <p>Monitoring identified that the survey was not always answered correctly, for example, where there were multiple children in a family, a laptop was not issued per child. This is being rectified and the vision is for all PPG students to receive a laptop if they do have personalised use of it.</p>
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