

# St Mary's Catholic College Pupil Premium Strategy Statement 2019-20

| 1. Summary information        |                            |   |                |   |       |
|-------------------------------|----------------------------|---|----------------|---|-------|
| <b>School</b>                 | St Mary's Catholic College |   |                |   |       |
| <b>Academic Year</b>          | 2019/20                    | <b>Total PP budget</b>                  | £482,460       | <b>Date of most recent PP Review</b>                  | 09/19 |
| <b>Total number of pupils</b> | 1081                       | <b>Number of pupils eligible for PP</b> | 516<br>(47.7%) | <b>Date for next internal review of this strategy</b> | 03/20 |

| 2. Current attainment                                |                                |                    |   |
|--|--------------------------------|--------------------|---|
|  | Pupils eligible for PP at SMCC | All Pupils at SMCC | Pupils not eligible for PP (national average not available until 01/20) |
| <b>% achieving 4+ in English and Maths (2018/19)</b> | <b>29.8%</b>                   | 47.6%              | TBC when published  |
| <b>% achieving 5+ in English and Maths (2018/19)</b> | <b>12.3%</b>                   | 23.6%              | TBC when published  |
| <b>Attainment 8 score (2018/19)</b>                  | <b>34.34</b>                   | 40.43              | TBC when published  |
| <b>Progress 8 score (2018/19)</b>                    | <b>-0.58</b>                   | -0.35              | TBC when published  |

### 3. Barriers to future attainment (for pupils eligible for PP)

Our approach to ensuring that our PP pupils achieve well in College is one that is based on focused support, evidenced by the needs of the pupils, as well as the growing body of educational research around this issue (for example recommendations of the Sutton Trust Toolkit). The reality of our approach is to try to replicate some of the advantages held by non-PP pupils whose attainment at St Mary's College is greater than PP pupils as a whole.

The barriers identified below certainly do not apply to all PP pupils but are significant when PP pupils are considered as an overall cohort. We try to ensure that any particular needs are addressed on an individual basis.

#### **Academic barriers** (*issues to be addressed in school, such as poor literacy skills*)

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|-----------|--|
| <b>A.</b> | <b>Curriculum:</b> Low and high ability Males who are eligible for PP are making less progress compared to national 'other' pupils in some subject areas.  |
| <b>B.</b> | <b>Teaching and Learning:</b> Literacy and reading levels for some pupils eligible for PP are lower than for non-disadvantaged pupils. Literacy and Numeracy skills are lower for PP pupils (as an overall cohort) than for non-PP pupils. This can prevent them from making good progress in Year 7 and can continue to impact on educational performance throughout their College life and life chances after leaving education. |

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| <b>C.</b>   | <b>Wider Outcomes:</b> Restricted access to opportunities for educational and cultural enrichment beyond the formal curriculum for disadvantaged pupils.  |  |
| <b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> ) |   |  |
| <b>D.</b>   | <b>Attendance:</b> to further embed and secure the attendance and home/school engagement of the disadvantaged cohort. Attendance rate for PP pupils (as an overall cohort) is below the target for all pupils of 96%. This reduces their College hours and is a factor contributing to some of them making less than expected progress. |  |
| <b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )  |   | <b>Success criteria</b>  |
| <b>A.</b>   | Improvement in the attainment of low and high ability males in receipt of the Pupil Premium.<br><br>Improvement in the progress and attainment of middle and high ability disadvantaged pupils in Humanities, RE and MFL.   | The attainment of lower and higher ability males in receipt of the Pupil Premium more closely aligns with the national figures for non-disadvantaged pupils.<br><br>The indicator data for progress and attainment of middle and high ability disadvantaged pupils shows an improvement. |
| <b>B.</b>   | Improved progress in literacy and reading in KS3/KS4 to allow pupils to access the curriculum.  | Reading ages for pupil premium pupils are in line with their age.<br><br>GSCE results; gap between PP and non-PP to be narrowed.   |
| <b>C.</b>   | Increased participation in the engagement of disadvantaged pupils in learning opportunities beyond the classroom.<br><br>Maintenance and improvement of engagement levels.  | Improvement in participation rates in additional teaching sessions and extra-curricular activities.<br><br>Improvement in progress & exclusion data.   |
| <b>D.</b>   | Maintenance and improvement of the attendance figures for pp pupils.  |  |

## 5. Planned expenditure

Academic year

2019/2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

| Action   | Intended outcome  | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?   | Staff lead                      | When will you review implementation?   |
|--|---|---|---|---------------------------------|--|
| Reduction in class sizes through additional recruitment of staff in English, Maths, Sciences and Humanities. | <p>Increased time of individualised in-class support to facilitate feedback and collaborative learning.</p> <p>Improvement in the attainment and progress of disadvantaged pupils. <b>(A &amp; B)</b></p> | EEF – Reduction in Class Sizes (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review) EEF – Feedback (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review). Personalise learning better with smaller class sizes. Increased opportunities to monitor performance of individual students.         | Through a scheduled programme of formal lesson observations and snapshot observations of teaching. Through review of data (3 times during the academic year).                 | DHT/AHT/HODs                    | As part of the SMCC 7 week LP cycle (schedule of totem pole meetings, AIM meetings). |
| Recruitment of more experienced staff and AAHTs. Increased development/training on effective use of data.    | Improvement in outcomes for pupils in Humanities/RE/MFL department. <b>(A)</b>  | ASP data indicates that this is an area requiring improvement. Recruitment of additional experienced staff to provide informed support within the department as well as drawing on professional experience for in-class quality. Empower all curriculum leaders to effectively analyse their own data, including tracking PP students' performance. | Through regular (weekly) line management meetings using the in school accountability structures. This will include 3 progress reviews for all pupils through data collection. | AHT/AAHT line management, HODS. | As part of the SMCC 7 week LP cycle (schedule of totem pole meetings, AIM meetings). |

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| All staff to be part of a Professional Learning Community (PLC) to develop practice as part of their continued CPD. | Improved provision for learning through further focus on Mastery, differentiation and challenge. Research led CPD.<br><br><b>(A &amp; B).</b> | EEF – Feedback (rated as +8 in Sutton Trust/EEF Teaching and Learning Toolkit research review) Enhanced quality of classroom provision EEF – Homework Secondary (rated as +5). Increasing the opportunities for staff to reflect upon their own practice, will contribute to helping students fulfil their potential. | Whole school approach to T & L developments through team of Lead Practitioners and staff being part of their PLCs. Quality review of existing resources and thorough research of additional monitoring of participation and engagement. Lesson observations. | AHT/AAHT for Lead Practitioners | Autumn (2019), Spring and Summer terms 2020. |
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**Total budgeted cost** **£215,008**

## ii. Targeted support

| Action   | Intended outcome  | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?  | Staff lead            | When will you review implementation?   |
|--|---|--|--|-----------------------|--|
| Deployment of specialist staff: Learning Coach (additional focus)<br>Deployment of specialist staff: Chaplain x 1 (additional) and Reading Champion.                                   | Improved engagement with learning and corresponding progress.<br><b>(C)</b>           | EEF – Reduction in Class Sizes (rated as +5 in Sutton Trust/EEF Teaching and Learning Toolkit research review) Meta-cognition and Self-Regulation (+7 rating)<br>EEF – Social and Emotional Learning (rated as +4 in Teaching and Learning Toolkit research review). | Through regular (weekly) line management meetings using the in school accountability structures for pastoral systems<br>This will include 3 progress reviews for all pupils through data collection. | DHT, AHT, AAHTs, HOYs | As part of the SMCC 7 week LP cycle (schedule of totem pole meetings, AIM meetings). |
| Provision of small class sizes in English, with phonics focus.<br>Provision of specialist literacy additional sessions (LEXIA);<br>whole-school reading focus (tier 2 & 3 vocabulary). | Improved literacy levels.<br><br>Improved reading comprehension levels.<br><b>(B)</b> | EEF – Reading Comprehension Strategies (rated as +6 in Sutton Trust/EEF Teaching and Learning Toolkit research review) as well as Phonics (+4 rating) and Small Group Tuition (+4 rating).   | Schedule of formal and snapshot lesson observations.<br>Review of cohort selection for intervention. This will include 3 progress reviews for all pupils through data collection.                    | AAHT (Dir English).   | As part of the SMCC 7 week LP cycle (schedule of totem pole meetings, AIM meetings). |

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| Use of the 'flightpaths' model of progression Y7-11 (including target stickers). Targeted programme of additional support and intervention with timely identification. | Improved progress and attainment. <b>(A)</b> | Progression against minimum expectation of 'SMCC baseline'. PP pupils supported and pushed through joint approach both in class and in pastoral support to achieve outstanding progress on flightpaths Proven track record of success with identified pupils based on diagnostic approach. Pupil feedback identifies helpfulness of sessions and culture of aspiration and improvement. | Through regular (weekly) line management meetings using the in school accountability structures for curriculum and pastoral systems This will include 3 progress reviews for all pupils through data collection. | DHT, AHT, HOY, HOD | As part of the SMCC 7 week LP cycle (schedule of totem pole meetings, AIM meetings). |
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**Total budgeted cost £211,406.50**

### iii. Other approaches

| Action   | Intended outcome   | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?  | Staff lead                       | When will you review implementation?  |
|--|--|---|--|----------------------------------|---|
| Deployment of specialist staff: Attendance Coordinator, Attendance Administrator and Progress & Aspiration Coaches.                | Improved attendance. <b>(D)</b>  | Experience of the College shows the impact that working with specialist staff has on securing and maintaining attendance for cohort. Mid-term arrivals need additional support to help them integrate into the College's systems and ethos. | Attendance focus in weekly pastoral review (HOY, AHTs, AAHTs, DHTs meetings). Schedule of AIM Attendance meetings.<br><br>Attendance focus in form classes across the College during Monday monitoring. Home visits to non-attending pp students and rewards assemblies (attendance/progress). | DHT, AHTs, AAHTs, HOYs pastoral. | Weekly reports produced Termly AIM Half termly team meetings (curriculum & pastoral leaders).             |
| A range of further projects and initiatives funded through the PP, including support for a systematic programme of extracurricular | Improved access to enrichment activities to support learning exploration and develop cultural capital through the SMCC Experience/'To Be More' | Experience of the College shows the positive impact of learning outside the regular curriculum in terms of engagement and, consequently, academic outcomes which also reflect the character development involved. EFA -                     | Planning and review of quality and participation from AHT responsible for Trips and Visits working alongside AHT line managers with overview of extended learning opportunities. Staff given time  | AHTs, AAHTs, HODs.               | Termly through AIM structures and pastoral reviews.<br><br>Annual review of extra-curricular and extended |

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| <p>learning (<i>the 'SMCC Experience'</i>) incorporating a College-wide commitment to Outdoor Adventure Learning (primarily DofE Award programme).</p> <p>The embedding of the 'To Be More' aspect of the curriculum in all subject areas.</p> | <p>aspect of the curriculum. <b>(C)</b></p> | <p>Outdoor Adventure Learning (rated as +3 in Sutton Trust/EEF Teaching and Learning Toolkit research review).</p> | <p>in allocation to ensure high quality provision.</p> <p>Time given to allow departments to plan embedding the '<i>To Be More</i>' aspect of the curriculum into their subject areas.</p> |  | <p>learning (Summer term 2020).</p> |
| <b>Total budgeted cost</b>   |   |  |  |  | <b>£56,045.50</b>                   |
| <b>Overall budgeted total</b>  |   |  |  |  | <b>£482,460</b>                     |

