

# St Matthew's RC High School

## Disadvantaged Pupils Strategy

September 2017 – August 2018



### Overall Aim

**St. Matthew's RC High School is committed to improving outcomes for all disadvantaged pupils and is working towards this cohort achieving at least expected progress.**

In order to achieve our aim, the school will focus on the following key priorities;

#### **Area 1: Teaching, Learning and Assessment**

- Continue to improve the quality of teaching and learning for disadvantaged pupils, by ensuring that they receive the appropriate level of challenge, especially more able disadvantaged pupils.
- Ensure that all disadvantaged pupils are identified and known to all staff and that progress is regularly tracked and monitored using the school's systems.
- Ensure that any underachievement is identified early and that appropriate support and intervention is put in place, with a specific focus on English and Maths.

#### **Area 2: Curriculum enrichment**

- Ensure that disadvantaged pupils have opportunities to develop meta-cognition and positive characteristics, such as resilience.
- Ensure that disadvantaged pupils have access to post 16 support and enhanced CEIAG.
- Ensure that disadvantaged pupils have access to aspirational events and experiences.

#### **Area 3: Personal Development, Behaviour and Welfare**

- Ensure that identified barriers to learning are removed for disadvantaged pupils by tracking and monitoring attendance and offering appropriate behaviour and learning support.
- Continue to engage and support the parents of disadvantaged pupils, in order to support improved outcomes.

**'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)**

1. Summary information					
School	St. Matthew's RCHS				
Academic Year	2017/18	Total PP budget	£460,955	Date of most recent PP Review	N/A
Total number of pupils	1236	Number of pupils eligible for PP	566	Date for next internal review of this strategy	Spring 2018

2a. Current attainment 2016/17 (unvalidated)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 9 - 4 in English and Maths	31.8	tbc
% achieving 9 - 5 in English and Maths	20	tbc
Progress 8 score average	-1.01	tbc
Attainment 8 score average	34.18	tbc
2b. Attainment and progress targets 2017/18 -		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 9 - 4 in English and Maths	60%	tbc
% achieving 9 - 5 in English and Maths	40%	tbc
% achieving EBacc – strong/standard pass	20/22%	tbc
Progress 8 score average	-0.25	tbc
Attainment 8 score average	44	tbc

3. Barriers to future attainment (for DPs including MA DPs)
<b>In school barriers (issues to be addressed in school)</b>
A. Disadvantaged pupils enter St. Matthew's with lower average KS2 scores than non-disadvantaged pupils
B. Disadvantaged pupils at greater risk of fixed term exclusion
C. Attendance gap for disadvantaged pupils including number of PA disadvantaged pupils

## External barriers (issues which also require action outside school)

- D. Lack of parental engagement from some groups of disadvantaged pupils' parents
- E. Lack of aspiration and/or awareness of opportunities of some disadvantaged pupils

## Area 1: Teaching, Learning and Assessment

- Continue to improve the quality of teaching and learning for disadvantaged pupils, by ensuring that they receive the appropriate level of challenge, especially more able disadvantaged pupils.
- Ensure that all disadvantaged pupils are identified and known to all staff and that progress is regularly tracked and monitored using the school's systems.
- Ensure that any underachievement is identified early and that appropriate support and intervention is put in place, with a specific focus on English and Maths.

Planned Outcomes	Actions [who/when]	Evidence and Rationale of this choice	Targets/Milestones	Monitoring [who/when]	Cost
<b>Improve rates of progress in English and Maths for disadvantaged pupils</b>	<ul style="list-style-type: none"> <li>• Ensure smaller class sizes for more targeted support for DPs <b>(SLT Ongoing 17/18)</b></li> <li>• Departmental links in English and Maths to monitor DP intervention programme <b>(KCA/RWK/LHE HT1 Ongoing 17/18)</b></li> <li>• Offer a targeted Lesson 6 intervention programme informed by projection data – prioritising English and Maths and focussing on the pupil match in English and Maths <b>(Achievement team Ongoing 17/18)</b></li> <li>• Creation of Year 11 'Challenge' forms to prioritise English &amp; Maths during form time <b>(ADu/LDo/ABr Autumn Term)</b></li> </ul>	Schools who performed best 'allocated their best teachers to teach intervention groups to improve Maths and English, or employed new teachers who had a good track record in raising attainment in those subjects'. OFSTED 'The Pupil Premium' 2016.	<p><b>Autumn 2017</b></p> <p>KS3 and KS4 attainment data shows improved progress towards EoY targets for DPs for Maths and English.</p> <p>KS3 and KS4 data shows improved progress towards EoY targets across subject areas for DPs.</p> <p>Evidence from lesson observations/work scrutiny shows that staff are employing strategies to overcome DP barriers.</p> <p>Targeted intervention in place at KS4 for English and Maths.</p> <p>Departmental schemes of learning show evidence of planned stretch and challenge for more able DPs.</p>	<p>SLT Meetings (Ongoing 17/18)</p> <p>Learning Walks (SLT/HOD HT2 &amp; 4)</p> <p>Work scrutiny (SLT Ongoing 17/18)</p> <p>CPD Delivery (KCA HT2)</p> <p>Data drops (SLT/HOD HT2 Ongoing 17/18)</p> <p>QA moderation (LDO HT2/3/4)</p> <p>Teacher progress meetings (HOD HT2 Ongoing 17/18)</p> <p>QA meetings (SLT/HOD HT2 Ongoing 17/18)</p> <p>Monitoring of Assertive Mentoring Programme (KCA/ABR Ongoing 17/18)</p> <p>Case studies (PLs/CGL Ongoing 17/18)</p>	<p>SLT DP Strategic Lead - £14000</p> <p>Additional staffing including appointment of Lead Practitioners - £210,000</p> <p>Identified DP Link TLR holders in English &amp; Maths - £5100</p>
<b>Ensure Quality First Teaching leading to improved progress in line with national benchmarks.</b>	<ul style="list-style-type: none"> <li>• Undertake a rigorous programme of classroom observations which focuses on QFT <b>(SLT HT1)</b></li> <li>• Undertake learning walks with a focus on the progress of DPs <b>(SLT HT2/4)</b></li> <li>• Complete DP work scrutiny with a specific focus of effective written feedback</li> </ul>	<p>'Leaders of more successful schools emphasise the importance of quality teaching first'. OFSTED 'The Pupil Premium' 2016.</p> <p>The EEF toolkit states 'Feedback studies tend to show very high effects on learning' up to 8 months in</p>	<p>Work scrutiny shows evidence of stretch and challenge for more able DPs. Work show evidence of higher-level thinking, excellent presentation and high expectations.</p>		<p>CPD - £1000</p>

	leading to progress <b>(SLT Ongoing 17/18)</b>	the cases of the highest quality.	<b>Spring 2018</b> KS3 and KS4 attainment data shows improved progress towards EoY targets for DPs for Maths and English.  KS3 and KS4 data shows improved progress towards EoY targets across subject areas for DPs.  Evidence from learning walks/work scrutiny shows that staff are employing strategies to overcome DP barriers.  Targeted intervention in place at KS4 for all subjects.  Work scrutiny shows sustained evidence of stretch and challenge for more able DPs. Work show evidence of higher-level thinking, excellent presentation and high expectations.	<b>Monitoring of 'Challenge' Forms (ADu/LDo/ABr Ongoing 17/18)</b>	
<b>Staff are aware of their disadvantaged pupils and where appropriate will prioritise these pupils.</b>	<ul style="list-style-type: none"> <li>CPD delivered to staff about DP barriers and strategies for overcoming barriers provided <b>(KCA HT1)</b></li> <li>DPs remain a focus of all teachers and, where appropriate, books are marked first with effective written feedback <b>(All staff Ongoing 17/18)</b></li> <li>MFL department to trial 'subtle' identification of DP books for priority marking. <b>(Autumn Term MFL dept)</b></li> <li>Seating plans prioritise these pupils learning needs <b>(All staff Ongoing 17/18)</b></li> </ul>	Schools who performed best, 'Ensured that class and subject teachers know which students were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress'. OFSTED 'The Pupil Premium' 2016.	Evidence from learning walks/work scrutiny shows that staff are employing strategies to overcome DP barriers.  Targeted intervention in place at KS4 for all subjects.  Work scrutiny shows sustained evidence of stretch and challenge for more able DPs. Work show evidence of higher-level thinking, excellent presentation and high expectations.		
<b>Ensure more able disadvantaged pupils make rapid progress by offering appropriate level of stretch and challenge in lessons</b>	<ul style="list-style-type: none"> <li>Departmental schemes of learning are adapted to offer stretch and challenge for pupils at different starting points. <b>(Subject Leaders Autumn Term 2017)</b></li> </ul>		<b>Summer 2018</b> KS3 and KS4 attainment data shows that 70% meet or exceed Progress towards a GCSE Pass for Maths and English.  KS3 and KS4 attainment data that 70% meet or exceed Progress towards a GCSE Pass across all subject areas.		
<b>Staff use the school QA process to track and monitor the progress of DPs and identify underachievement and implement intervention</b>	<ul style="list-style-type: none"> <li>Staff complete half termly data analysis, part of which is to look at the progress of DPs <b>(All staff HT2/3/4/5/6)</b></li> </ul>	Early identification of pupils who are falling behind will allow additional time for interventions to be effective.			
<b>Improve outcomes for DPs by offering a targeted revision/catch up programme</b>	<ul style="list-style-type: none"> <li>To ensure DPs have access to weekend revision and course work catch up sessions <b>(Subject leaders Ongoing 17/18)</b></li> <li>Incentives to be offered to students who attend <b>(KCA/Subject leaders Ongoing 17/18)</b></li> </ul>	A targeted approach will ensure that specific barriers to learning are addressed.  More Able DPs also targeted to improve A/A* or 8/9 grades.			

<p><b>Improve outcomes for DPs by offering an Assertive Mentoring programme to a targeted cohort of Year 11 DPs</b></p>	<ul style="list-style-type: none"> <li>Targeted cohort of Yr11 DPs identified and participate in assertive mentoring programme <b>(ABR/Mentors Ongoing 17/18)</b></li> </ul>	<p>Assertive Mentoring sets clear SMART targets for individual pupils and operates within an identified time frame.</p>			<p><b>Mentoring resources - £1000</b></p>
---	--	---	--	--	---

## Area 2: Curriculum Enrichment

- Ensure that disadvantaged pupils have opportunities to develop meta-cognition and positive characteristics, such as resilience.
- Ensure that disadvantaged pupils have access to post 16 support and enhanced CEIAG.
- Ensure that disadvantaged pupils have access to aspirational events and experiences.

Planned Outcomes	Actions [who/when]	Evidence and Rationale of this choice	Targets/Milestones	Monitoring [who/when]	Cost
<p><b>DPs develop meta-cognition and positive characteristics, such as resilience to enable them to make progress</b></p>	<ul style="list-style-type: none"> <li>Emphasis on positive characteristics delivered through the assembly programme <b>(SLT/PLs HT1 Ongoing 17/18)</b></li> <li>Meta-cognitive approaches used and positive characteristics specifically referenced by teachers as part of QFT <b>(All staff Ongoing 17/18)</b></li> <li>DPs able to participate in peer mentoring programme as mentors/mentees to develop positive characteristics <b>(CRA/HT1 Ongoing 17/18)</b></li> <li>CGL to work with targeted pupils to improve BfL <b>(KCA/PLs/CGL HT1 Ongoing 17/18)</b></li> <li>External mentoring for targeted Year 10 pupils by the Prince's Trust <b>(KCA/CGL Ongoing 17/18)</b></li> </ul>	<p>'Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress'. (EEF Teaching and Learning Toolkit)</p>	<p><b>Autumn 2017</b></p> <p>KS3 and KS4 BfL data shows an improvement across all subject areas for DPs.</p> <p>100% of Year 11 DPs have had a Connexions appointment.</p> <p>An increased number of DPs are participating in extracurricular activities.</p> <p>DPs participate in all school trips.</p> <p>Destinations for 2016/17 cohort shows a reduction in the number of DPs classed as 'NEET'</p> <p><b>Spring 2018</b></p> <p>KS3 and KS4 BfL data shows a sustained improvement across all subject areas for DPs.</p>	<p>SLT Meetings (Ongoing 2017/18)</p> <p>Meetings with KRU (RWH/KCA HT1 Ongoing 17/18)</p> <p>Check College Applications (KCA/CGL/ABR HT2)</p> <p>Meetings with Subject Leaders (SLT/HOD HT2 Ongoing 17/18)</p> <p>Meetings with CGL (KCA Ongoing 17/18)</p>	<p>Attainment and Achievement Coach - £28000</p>
<p><b>DPs have priority access to guidance to inform post 16 choices</b></p>	<ul style="list-style-type: none"> <li>Priority appointments with Connexions advisor <b>(KCA/RWH/KRU HT1 ongoing 17/18)</b></li> <li>Priority attendance at Post 16 event <b>(KCA HT1)</b></li> <li>Support with college application process</li> </ul>	<p>DPs may not be equipped with the knowledge and skills about how to achieve their aspirations. Therefore additional support and guidance help to remove this barrier.</p>	<p>100% of Year 11 DPs have made applications to college/apprenticeships provider.</p> <p>An increased number of DPs are participating in extracurricular activities.</p> <p>DPs participate in all school trips.</p>		<p>Connexions service - £7800</p>

	<p><b>(ABR/CGL/YR11 FTs HT1 Ongoing 17/18)</b></p> <ul style="list-style-type: none"> <li>Additional support with personal statements <b>(ABR/CGL – HT2/3)</b></li> <li>Analysis of Destinations information <b>(CGL HT2)</b></li> </ul>		<p><b>Summer 2018</b></p> <p>KS3 and KS4 BfL data shows an improvement across all subject areas for DPs.</p> <p>100% of Year 11 DPs have secured a college/apprenticeship placement.</p> <p>100% of Year 10 DPs participate in College Taster Days/Apprenticeship Event.</p> <p>An increased number of DPs are participating in extracurricular activities. DPs participate in all school trips.</p>	
<b>DPs have access to aspirational events to inform post 16 choices</b>	<ul style="list-style-type: none"> <li>DPs have the opportunity to hear from outside speakers <b>(KCA/CGL HT1 Ongoing 17/18)</b></li> <li>DPs have the opportunity to attend aspirational events such as university and workplace visits, as well as careers events <b>(KCA/CGL/PLs Ongoing 17/18)</b></li> <li>'Greater Manchester Higher' programme offered to targeted DPs from Year 9-11 <b>(KCA/CGL Ongoing 17/18)</b></li> </ul>	DPs may not be equipped with the knowledge and skills about how to achieve their aspirations. Therefore additional support and guidance help to remove this barrier.		<b>Transport costs/Additional expenses - £1000</b>
<b>DPs have access to additional study skills support</b>	<ul style="list-style-type: none"> <li>Yr11 DPs participate in external study skills workshops prior to PPEs <b>(KCA/CGL HT1)</b></li> </ul>	'Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress'. (EEF Teaching and Learning Toolkit)		<b>External study skills workshops - £500</b>
<b>DPs have access to extra-curricular opportunities (e.g. Music, Sport and Drama)</b>	<ul style="list-style-type: none"> <li>Analysis of pupils engaging in extra-curricular activities <b>(CGL/Subject Leaders HT2 Ongoing 17/18)</b></li> <li>Ensure any DPs who wish to participate in extra-curricular activities are able to do so <b>(CGL/Subject Leaders HT1 Ongoing 17/18)</b></li> </ul>	'In some cases, specific arts activities have been linked with benefits on particular outcomes. Wider benefits on attitudes to learning and well-being have also consistently been reported'. (EEF Teaching and Learning Toolkit)		<b>Extracurricular funding - £1000</b>
<b>DPs are able to participate in school trips and any available cultural experiences</b>	<ul style="list-style-type: none"> <li>Ensure reasonable financial support is available for any DPs who wish to participate in trips <b>(KCA Ongoing 17/18)</b></li> <li>Ensure staff have the opportunity to bid for funding to support DPs participation in trips <b>(KCA Ongoing 17/18)</b></li> </ul>	'In some cases, specific arts activities have been linked with benefits on particular outcomes. Wider benefits on attitudes to learning and well-being have also consistently been reported'. (EEF Teaching and Learning Toolkit)		<b>Extracurricular funding for trips/visits - £5000</b>

### Area 3: Personal Development, Behaviour and Welfare

- Ensure that identified barriers to learning are removed for disadvantaged pupils by tracking and monitoring attendance and offering appropriate behaviour and learning support.
- Continue to engage and support the parents of disadvantaged pupils, in order to support improved outcomes.

Planned Outcomes	Actions [who/when]	Evidence and Rationale of this choice	Targets/Milestones	Monitoring [who/when]	Cost
<b>Increase attendance rate for DPs to 95.2%</b>	<ul style="list-style-type: none"> <li>• Weekly attendance report to all staff and pupils (<b>RWH Ongoing 17/18</b>)</li> <li>• Regular meetings with PMs where DP attendance highlighted (<b>RWH/PMs Ongoing 17/18</b>)</li> <li>• Daily attendance monitoring by school Attendance officer (<b>JCL Ongoing 17/18</b>)</li> </ul>	<p>'Pupils have to be in school....before they can access learning'.</p> <p>'More successful schools set up rapid response systems to address poor attendance'. (NFER 2015)</p>	<p><b>Autumn 2017</b></p> <p>DP cohort absence figure 7%.</p> <p>DP PA absence figure 11% (in line with school target).</p> <p>A reduction in DP fixed term exclusions.</p> <p>KS3 and KS4 data shows improved progress towards EoY targets across subject areas for SEND DPs.</p>	<p>SLT Meetings (Ongoing 2017/18)</p> <p>Daily monitoring of pupil absence (RWH/JC Ongoing 17/18)</p> <p>Weekly monitoring of key group data (RWH Ongoing 17/18)</p> <p>Meetings with PLs and PMs (RWH/PLs/PMs Ongoing 17/18)</p> <p>Analysis of FTEs (KCA/HNI HT2 Ongoing 17/18)</p> <p>Analysis of SEND progress (LYA Ongoing 17/18)</p>	<p>School Attendance Officer work on DP attendance - £8500</p>
<b>Reduce persistent absence rates of DPs to in line with national benchmarks and non-DPs</b>	<ul style="list-style-type: none"> <li>• Weekly analysis of PA and at risk PA (<b>RWH/JCL Ongoing 17/18</b>)</li> <li>• Following early identification using historic information, personalised targets set and incentives offered for PA and at risk PA (<b>RWH/JCL/CGL/PMs Ongoing 17/18</b>)</li> <li>• Parents contacted and informed of PA status (<b>RWH/JCL/PLs/PMs Ongoing 17/18</b>)</li> </ul>	<p>'Pupils have to be in school....before they can access learning'</p> <p>'More successful schools set up rapid response systems to address poor attendance'. (NFER 2015)</p>	<p><b>Spring 2018</b></p> <p>DP cohort absence figure 6%.</p> <p>DP PA absence figure 11% (in line with school target).</p> <p>A further reduction in DP fixed term exclusions.</p> <p>KS3 and KS4 data shows improved progress towards EoY targets across subject areas for SEND DPs.</p>	<p>Data drops (SLT/HOD HT2 ongoing)</p> <p>Parents' Evening Attendance Analysis (CGL Ongoing 17/18)</p> <p>Parent voice analysis (KCA/PLs/CGL Ongoing 17/18)</p>	<p>Personalised incentives for PA pupils - £1000</p>
<b>Reduce barrier of poor BfL for those DPs that experience difficulties in their learning</b>	<ul style="list-style-type: none"> <li>• Relaunch of whole school behaviour policy (<b>All staff Ongoing 17/18</b>)</li> <li>• Introduction of on-site alternative provision 'SPACE' supporting targeted DPs</li> <li>• Offer targeted interventions/behaviour support via Inclusion Team (<b>HNI/IT Ongoing 17/18</b>)</li> <li>• CGL to work with targeted pupils to improve BfL (<b>KCA/PLs/CGL HT1 Ongoing 17/18</b>)</li> <li>• External mentoring for targeted Year 10 pupils (<b>KCA/CGL Ongoing 17/18</b>)</li> </ul>	<p>The EEF Toolkit suggests that 'targeted interventions' matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p><b>Summer 2018</b></p> <p>DP cohort absence figure 4.8%</p> <p>DP PA absence figure 11% (in line with school target)</p> <p>A further reduction in DP fixed term exclusions.</p> <p>KS3 and KS4 data shows improved progress towards EoY targets across subject areas for SEND DPs.</p>	<p>Behaviour Team Support - £40000</p> <p>Pastoral Support (PM) - £75000</p> <p>Pastoral Support (PL) - £17000</p>	

	<ul style="list-style-type: none"> <li>Regular meetings with PLs and PMs where DP behaviour concerns highlighted and actions agreed <b>(HNI/PLs/PMs Ongoing 17/18)</b></li> </ul>		<p>A sustained increase in the number of DP parents/carers attending parents' evening.</p> <p>A sustained increase in the number of parents/carers attending information events.</p>		
<b>Provide learning support for those identified DP SEND pupils</b>	<ul style="list-style-type: none"> <li>Identified DP SEND pupils to receive appropriate level of TA support and intervention in order to improve outcomes <b>(LY Ongoing 17/18)</b></li> </ul>	'Evidence suggests that TAs can have a positive impact on academic achievement'. (EEF Teaching and Learning Toolkit)			<b>TA Support – £17600</b>
<b>Further increase the number of DP parents/carers attending parents' evening and other information giving events</b>	<ul style="list-style-type: none"> <li>Evaluate and update systems of inviting DP parents/carers to events put in place 16/17 <b>(KCA/CGL/PMs HT1 Ongoing 17/18)</b></li> </ul>	'Parental engagement with children's learning is effectively supported when parents receive clear, specific and targeted information from schools'. (DFE Review on parental engagement)			
<b>Further strengthen links with DP parents/carers by inviting them to specially organised events</b>	<ul style="list-style-type: none"> <li>Arrange 'showcase' events and workshops, as well as focus groups for targeted DP groups. <b>(KCA/CGL/PLs HT2 Ongoing 17/18)</b></li> </ul>	Successful parental engagement underpins any other intervention strategies.			<b>Showcase events and workshops £300 x 5 events - £1500</b>
<b>Offer support with uniform/learning resources to DP most financially deprived parents/carers to enable DPs to access all areas of the curriculum</b>	<ul style="list-style-type: none"> <li>Ensure most financially deprived DP parents/carers receive support with uniform and other learning resources, by providing information about grants and, where necessary, supporting the grant application process <b>(PLs/PMs/IT Ongoing 17/18)</b></li> <li>In extreme cases, offer financial support with providing uniform and other learning resources <b>(KCA/HNI/PLs/PMs/IT Ongoing 17/18)</b></li> </ul>	'Schools which successfully engage parents make use of a broad understanding of parental engagement, and their parental engagement strategies accord with the interpretations and values of the parents they are aimed at'. (DFE Review on parental engagement)			<b>Uniform and learning resources £1500</b>

\* Please note some additional costings still to be verified and will be added once confirmed.