

St. Matthew's RC High School Disadvantaged Pupil Strategy 2018-19



Pupil Premium Allocation 2018-19 - £506,770

The Pupil Premium planned spend is reviewed regularly for impact. Every half term there is a data collection that helps inform whether our DP strategies are working well. Some obviously take longer than others to have a significant impact. An external pupil premium review took place in December 2017, which has informed our strategy for this year. Each term there will be a more holistic review of strategies. Reports will be provided termly to the IEB.

Barriers to future attainment:

In- school barriers to attainment:

- A. Disadvantaged pupils enter St. Matthew's with lower average KS2 scores than non-disadvantaged pupils (2017 DP average KS2 score 102.4 and non DP average 105.3)
- B. Disadvantaged pupils at greater risk of fixed term exclusion
- C. Attendance gap for disadvantaged pupils including number of PA disadvantaged pupils

External barriers:

- D. Lack of parental engagement from some groups of disadvantaged pupils' parents, as evidenced by lower engagement and attendance at parental events
- E. Lack of aspiration and/or awareness of opportunities of some disadvantaged pupils

'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)

Overarching aim: To improve outcomes for all disadvantaged pupils, with the aim of this cohort achieving at least expected progress, with a specific focus on English and Maths.

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

- **Improve the quality of teaching and learning for this key cohort, and ensure the appropriate level of challenge, especially for more able disadvantaged pupils.**
- **Improve the attendance and behaviour for learning of disadvantaged pupils and reduce the number of DP fixed term exclusions and persistent DP absentees.**
- **Raise the aspirations of disadvantaged pupils and ensure they are supported with their post 16 choices.**
- **Develop enrichment opportunities for disadvantaged pupils, with the aim of supporting learning and increasing engagement.**
- **Continue to engage and support the parents of disadvantaged pupils, in order to support improved outcomes.**

Overarching aim: To improve outcomes for all disadvantaged pupils, with the aim of this cohort achieving at least expected progress, with a specific focus on English and Maths.

Improve the quality of teaching and learning for this key cohort, and ensure the appropriate level of challenge, especially for more able disadvantaged pupils.			
Actions and person responsible	Cost	Significant milestones	Impact Evidence
1. Personalised CPD programme for all teaching staff	£10000	HT1 - CPD programme for 2018-19 to be established	Lesson observations will show how high quality teaching and learning is being embedded through Teaching & Learning monitoring data.
2. Ensure effective deployment of lead practitioners and stronger teachers with key groups of disadvantaged pupils, along with additional staffing to reduce group sizes, in order to provide high quality teaching and learning for this key cohort	£100 000 – staffing costs	Analysis shows that stronger staff and lead practitioners are being effectively deployed with key groups of disadvantaged pupils	Internal and external outcomes data shows evidence of improved progress for these key groups
3. Ensure fair distribution of DP learners across different sets, not simply based on most recent attainment data.	£14000 – DP strategic lead	Setting of DPs for the new academic year has been led and closely monitored by SLT to prevent disproportionate numbers of DPs in higher/lower sets.	Departmental setting profiles reflect fair representation of the DP cohort.
4. Analysis of setting of Upper DPs to ensure they are appropriately placed for challenge and enable them to achieve targeted outcomes. Also ensure equality of opportunity to access all subject areas.	N/A	Review of setting of Upper DP pupils has taken place to ensure Upper DP pupils appropriately placed for the new academic year.	Departmental setting shows Upper DPs placed in higher sets, in order to access higher targeted outcomes.
5. Ensure staff are provided with regular information on DP progress, in order to identify areas of underachievement and implement appropriate interventions and, as part of the QA process, ensure subject leaders and classroom teachers are closely monitoring the progress of DPs and implementing appropriate intervention strategies.	£14000 – Data Manager	SLT will liaise with link departments following each data drop re. progress of targeted DPs in their subject area and departmental action plans will be updated accordingly. Subject leaders review individual pupil progress with members of their department following each data drop and measure success of targeted interventions.	Departments use data effectively to identify areas of underachievement and implement appropriate intervention strategies. Class teacher data shows the success of targeted interventions.
6. Ensure targeted cohorts of DPs are identified and closely monitored and that additional intervention for these pupils is put in place. (Focus on Year 11 English and Maths).	£5000 – revision programme and incentives £34000 – Intervention tutors	HT1 - Targeted cohorts identified and information shared with all staff Deployment of English and Maths tutors to work with targeted DPs	Internal progress data will be reviewed for impact following each data drop. Internal data for targeted cohort for Maths and English shows improvements.
7. Ensure strategic use of PP funding by departments, with impact clearly measurable, through use of a DP curriculum enhancement fund	£25000	Subject and pastoral leaders have bid for additional funding, for which evidence of impact can be clearly measured.	Departmental strategic funding bid reports will demonstrate clear evidence of impact
8. Ensure link staff for each of the main departmental areas, are tracking and monitoring the progress of the DP cohort in their subject area and ensuring appropriate interventions are implemented.	£19000 - Departmental links	Meet with DP departmental links on a termly basis to share good practice and discuss evidence of impact	Departmental tracking systems show impact of interventions and improved outcomes

Improve the attendance and behaviour for learning of disadvantaged pupils and reduce the number of DP fixed term exclusions and persistent DP absentees.

Actions and person responsible	Cost	Significant milestones	Impact Evidence
1. Identify external barriers to poor attendance and engagement, and develop strategies to remove these barriers.	£8500 – Attendance officer	HT1 – Questioning of pupils and parents (led by Attendance team and HoYs) to ascertain external barriers. Intervention support planned to address these identified barriers.	Increase in attendance and reduction of FTE
2. Identify internal barriers to poor attendance and engagement, and develop strategies to remove these barriers.		HT1 – Plan to address internal barriers Poor quality teaching (through CPD) Staff absence (through rigorous attendance policy) Recruitment (through support from IEB/Support school) Appropriate curriculum (through curriculum review)	Increase in attendance and outcomes for key students
3. Provide regular information to staff, pupils and parents regarding attendance.		RW continues weekly information Raise the profile by leading briefings and identifying key cohorts as a whole staff focus. Attendance Officer/PMs to work with targeted PA DPs to improve attendance.	Increase in attendance of key cohort of learners
4. Identify additional staffing needs to assist in reduction of DP persistent absence.	£22000 – Family Outreach Worker	Autumn Term – Present plan for the need for a dedicated Family Outreach/Attendance Worker dedicated to DPs.	Reduction in the number of PA DPs
5. Work with the new inclusion manager and behaviour support team, to ensure key DPs are offered relevant support, in order to access the mainstream curriculum without their behaviour being a barrier	£30000 – Behaviour support & Inclusion manager	Autumn term – Ensure behaviour team have identified key individuals and groups for support and that they begin to work with these individuals and groups	Internal data shows a reduction in internal and fixed term exclusions for DPs
6. Ensure pupils and parents have access to pastoral support, to help overcome individual barriers to learning.	£75000 – Pastoral managers £17000 – Heads of Year	Ongoing – pastoral support staff record evidence of DPs they have worked with and the impact of this work	Internal data and case studies show an improvement in attendance and progress of key students, as well as a reduction in fixed term exclusions

Raise the aspirations of disadvantaged pupils and ensure they are supported with their post 16 choices.

Actions and person responsible	Cost	Significant milestones	Impact Evidence
1. Ensure DPs have access to a variety of aspirational events	£22000 – Achievement coach	HT1 – Recruitment of AAC HT1 – Ensure Heads of Year have a plan for aspirational events for their year groups	Pupil voice from aspirational events Internal behaviour data shows increased levels of engagement from pupils participating in aspirational events.

2. Further develop relationship with external agencies and FE providers to ensure support accessible and available for DP cohort.	N/A	Heads of year meet with GMH on with the aim of providing more opportunities for DPs.	Pupil voice Number of DPs attending College Taster Days
3. Ensure DPs continue to receive priority support with their post 16 choices and college/apprenticeship application process.	£8000 – Careers adviser	HT1 – Priority appointments for DPs with careers adviser and support with college application process	Number of DPs attending careers appointments Destinations Information shows a reduction in DP NEETs
Develop enrichment opportunities for disadvantaged pupils, with the aim of supporting learning and increasing engagement.			
Actions and person responsible	Cost	Significant milestones	Impact Evidence
1. Ensure DPs have access to extra-curricular opportunities.		Autumn Term – Ensure subject leaders actively involve DPs in all extra-curricular activities	Participation rates of DPs in extra-curricular activities.
2. Continue to undertake research into the impact of extra-curricular enrichment on DP engagement and progress.	£2000 – Research projects	See A. Pirbhai's plan for the year for curriculum enrichment programme	Extra-curricular timetable for 2018/19 SIMS Intervention Tracker shows engagement via attendance Pupil voice used to identify individual barriers and appropriate support strategies put in place
3. Ensure funding available for DPs to access, in order to participate in school trips, visits and cultural experiences.	£5000 – Extra-curricular fund	Autumn Term – Continue to promote inclusion of DPs in all trips, visits and cultural experiences.	Proportion of DPs participating in trips and visits.
Continue to engage and support the parents of disadvantaged pupils, in order to support improved outcomes.			
Actions and person responsible	Cost	Significant milestones	Impact Evidence
1. Increase the number of DP parents attending parents' evenings and information events.	N/A	Autumn Term – Plan targeted parental events to engage parents of DPs. Use FT/PM/HOY in an attempt to identify and address barriers to attendance at parental events.	Increased attendance of DP parents at parental events
2. Strengthen links with DP parents by inviting them to special events and seeking their feedback.	£2000 – Parental Engagement Events	Autumn Term – Parental forums to gather information from parents regarding how they would like to support pupils' learning.	Parent voice shows strategies have been effective in enabling parents to support with pupils' learning
3. Support the most financially deprived families with the provision of learning resources and uniform, and to encourage any eligible parents to apply for FSM.	£3000 – Additional Financial Support	Autumn Term - Funding is in place to be accessed by pastoral support team.	Parents access support from school, as well as external agencies Increase in uptake of FSM