

St Matthew's RC High School

Disadvantaged Pupils Action Plan

November 2016 – August 2017



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: Curriculum

- Improve the quality of teaching and learning for disadvantaged pupils, by ensuring that they receive the appropriate level of challenge, especially the most 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.

Area 2: Curriculum enrichment

- Ensure that disadvantaged pupils have opportunities to develop positive characteristics, such as resilience.
- Ensure that disadvantaged pupils have access to careers guidance and 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.

Area 4: Parental support and engagement

- Seek to engage and support parents of disadvantaged pupils in their children's education by offering opportunities for staff and parents to work together, 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	2016/17	Total PP budget	£455,345	Date of most recent PP Review	N/A
Total number of pupils	1160	Number of pupils eligible for PP	531	Date for next internal review of this strategy	May 2017

2a. Current attainment 2015/16		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving A* - C in E&M (2015-16 only)	38	69 (NA all 62)
% achieving expected progress in English / Maths (2015-16 only)	60.7/34.8	75.8 / 73.4 (NA all 72.4/68)
Progress 8 score average	-0.6	0.12
Attainment 8 score average	42.89	52.56
2b. Attainment and progress targets 2016/17		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 9 - 5 in English and Maths	49.4%	69%
% achieving EBacc	25.3%	29%
Progress 8 score average	0	0.2
Attainment 8 score average	50	52.56

Area 1: Curriculum

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- 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.

Planned Outcomes	Actions [who/when]	Evidence and Rationale of this choice	Targets/Milestones	Monitoring [who/when]	Cost
Improve rates of progress in English and Maths for disadvantaged pupils	<ul style="list-style-type: none"> • Ensure smaller class sizes for more targeted support for DPs (SLT Ongoing 16/17) • Identify allocated time in English and Maths for in class support or intervention groups (CNE/MHE Ongoing 16/17) • Identify departmental link in English and Maths to monitor DP intervention programme (KCA HT1 Ongoing 16/17) • Offer a targeted Lesson 6 intervention programme informed by projection data – prioritising English and Maths, Core and EBacc subjects (Achievement team Ongoing 16/17) 	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>Spring 2017</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>All staff are aware of DP cohort and there is evidence from Learning walk/Work scrutiny that staff are employing strategies to overcome DP barriers.</p> <p>90% of teacher progress sheets show effective use of data, leading to improved attainment and outcomes for DPs.</p>	<p>SLT Meetings (Ongoing 16/17)</p> <p>Learning Walks (SLT/HOD HT2 & 4)</p> <p>Work scrutiny (SLT Ongoing 16/17)</p> <p>CPD Delivery (KCA HT2)</p> <p>Data drops (SLT/HOD HT2 Ongoing 16/17)</p> <p>QA moderation (KCA HT2/3/4)</p> <p>Teacher progress meetings (HOD HT2 Ongoing 16/17)</p> <p>QA meetings (SLT/HOD HT2 Ongoing 16/17)</p> <p>Monitoring of Assertive Mentoring Programme (KCA/ABR Ongoing 16/17)</p> <p>Case studies (PL/AAC Ongoing 16/17)</p>	<p>Additional staffing to ensure smaller class sizes – £209500</p> <p>Staffing of additional intervention – £26370</p>
Ensure Quality First Teaching leading to improved progress in line with national benchmarks.	<ul style="list-style-type: none"> • Undertake a rigorous programme of classroom observations which focuses on QFT (SLT HT1) • Undertake learning walks with a specific focus on the progress of DPs (SLT HT4) • Complete DP work scrutiny with a specific focus of effective written feedback leading to progress (SLT HT3 Ongoing 16/17) 	<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 the cases of the highest quality.</p>	<p>Summer 2017</p> <p>KS3 and KS4 attainment data shows that 70% meet or exceed Progress towards a GCSE Pass for Maths and English.</p> <p>KS3 and KS4 attainment data that 70% meet or exceed Progress towards a GCSE Pass across all subject areas.</p>	<p>QA meetings (SLT/HOD HT2 Ongoing 16/17)</p> <p>Monitoring of Assertive Mentoring Programme (KCA/ABR Ongoing 16/17)</p> <p>Case studies (PL/AAC Ongoing 16/17)</p>	
Staff are aware of their disadvantaged pupils and where appropriate will prioritise these pupils.	<ul style="list-style-type: none"> • CPD delivered to staff about DP barriers and strategies for overcoming barriers provided (KCA HT2) • DPs remain a focus of all teachers and, where appropriate, books are marked first with effective written feedback (All staff Ongoing 16/17) 	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.	<p>All staff are aware of DP cohort and there is evidence from Learning walk/Work scrutiny that staff are employing strategies to overcome DP barriers.</p> <p>100% of teacher progress sheets show effective use of data, leading to improved attainment and outcomes for DPs.</p>		<p>DP Conference (KC) - £400</p>

	<ul style="list-style-type: none"> Seating plans prioritise these pupils learning needs (All staff Ongoing 16/17) 				
Staff use the school QA process to track and monitor the progress of DPs and identify underachievement and implement intervention	<ul style="list-style-type: none"> Staff complete half termly data analysis, part of which is to look at the progress of DPs (All staff HT2/3/4/5/6) 	Early identification of pupils who are falling behind will allow additional time for interventions to be effective.			
Improve outcomes for DPs by offering a targeted revision/catch up programme	<ul style="list-style-type: none"> To ensure DPs have access to weekend revision and course work catch up sessions (Subject leaders Ongoing 16/17) Incentives to be offered to students who attend (KCA/Subject leaders Ongoing 16/17) 	<p>A targeted approach will ensure that specific barriers to learning are addressed.</p> <p>More Able DPs also targeted to improve A/A* or 8/9 grades.</p>			<p>Staffing of revision programme – £5000</p> <p>Revision materials - £1000</p> <p>Incentives for attending revision – Prom subsidy of £5-£10 per pupil (approximately £750)</p> <p>Refreshments for pupils attending revision - £500</p>
Improve outcomes for DPs by offering an Assertive Mentoring programme to a targeted cohort of Year 11 DPs	<ul style="list-style-type: none"> Targeted cohort of Yr11 DPs identified and participate in assertive mentoring programme (ABR/Mentors HT2 Ongoing 16/17) 	Assertive Mentoring sets clear SMART targets for individual pupils and operates within an identified time frame.			<p>CPD (AB) on Assertive Mentoring - £295</p> <p>Mentoring resources - £1000</p>

Area 2: Curriculum Enrichment

- Ensure that disadvantaged pupils have opportunities to develop positive characteristics, such as resilience.
- Ensure that disadvantaged pupils have access to careers guidance and aspirational events and experiences.

Planned Outcomes	Actions [who/when]	Evidence and Rationale of this choice	Targets/Milestones	Monitoring [who/when]	Cost
DPs develop meta-cognition and positive characteristics, such as resilience to enable them to make progress	<ul style="list-style-type: none"> • Emphasis on positive characteristics delivered through the assembly programme (SLT/PLs HT1 Ongoing 16/17) • Meta-cognitive approaches used and positive characteristics specifically referenced by teachers as part of QFT (All staff Ongoing 16/17) • DPs able to participate in peer mentoring programme as mentors/mentees to develop positive characteristics (CRA/HT1 Ongoing 16/17) • AAC to work with targeted pupils to improve BfL (KCA/PLs/AAC HT1 Ongoing 16/17) 	'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>Spring 2017</p> <p>KS3 and KS4 BfL data shows an improvement across all subject areas for DPs.</p> <p>100% of DPs have had a Connexions appointment.</p> <p>100% of 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>Summer 2017</p> <p>KS3 and KS4 BfL data shows an improvement across all subject areas for DPs.</p> <p>100% of 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.</p> <p>DPs participate in all school trips.</p>	<p>SLT Meetings (Ongoing 2016/17)</p> <p>Meetings with KRU (RWH/KCA HT2 Ongoing 16/17)</p> <p>Check College Applications (KCA/ABR HT2)</p> <p>Meetings with Subject Leaders (SLT/HOD HT2 Ongoing 16/17)</p> <p>Weekly meetings with AAC (KCA Ongoing 16/17)</p>	<p>Attainment and Achievement Coach - £27144</p> <p>Peer mentor training - £1200</p>
DPs have priority access to guidance to inform post 16 choices	<ul style="list-style-type: none"> • Priority appointments with Connexions advisor (KCA/RWH/KRU HT1 ongoing 16/17) • Priority attendance at Post 16 event (KCA HT1) • Support with college application process (ABR/AAC/YR11 FTs HT1 Ongoing 16/17) • Additional support with personal statements (ABR/AAC - HT2/3) 	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>KS3 and KS4 BfL data shows an improvement across all subject areas for DPs.</p> <p>100% of 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.</p> <p>DPs participate in all school trips.</p>		<p>Connexions service - £7650</p>
DPs have access to aspirational events to inform post 16 choices	<ul style="list-style-type: none"> • DPs have the opportunity to hear from outside speakers (KCA/AAC HT1 Ongoing 16/17) • DPs have the opportunity to attend aspirational events such as university and workplace visits, as well as careers events (KCA/AAC/PLs Ongoing 16/17) 	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>Travel costs/Additional expenses - £1000</p> <p>PiXI Conference - £350</p>

<p>DPs have access to additional study skills support</p>	<ul style="list-style-type: none"> Targeted cohort of Yr11 DPs receive a presentation from GMH on study skills prior to PPEs (KCA/AAC HT2) 	<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>DPs have access to extra-curricular opportunities (e.g. Music, Sport and Drama)</p>	<ul style="list-style-type: none"> Analysis of pupils engaging in extra-curricular activities (AAC/Subject Leaders HT2 Ongoing 16/17) Ensure any DPs who wish to participate in extra-curricular activities are able to do so (AAC/Subject Leaders HT2 Ongoing 16/17) 	<p>'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)</p>			<p>Extracurricular funding - TBC*</p>
<p>DPs are able to participate in school trips and any available cultural experiences</p>	<ul style="list-style-type: none"> Ensure financial support is available for any DPs who wish to participate in trips (KCA Ongoing 16/17) Ensure staff have the opportunity to bid for funding to support DPs participation in trips (KCA Ongoing 16/17) 	<p>'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)</p>			<p>Extracurricular funding for trips/visits - £5000</p>

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.

Planned Outcomes	Actions [who/when]	Evidence and Rationale of this choice	Targets/Milestones	Monitoring [who/when]	Cost
Increase attendance rate for DPs to above 94%	<ul style="list-style-type: none"> Weekly attendance report to all staff and pupils (RWH Ongoing 16/17) Fortnightly meetings with PLs and PMs where DP attendance highlighted (RWH/PLs/PMs Ongoing 16/17) Daily attendance monitoring by school Attendance officer (JCL Ongoing 16/17) 	<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>Spring 2017</p> <p>DP cohort absence figure 6%</p> <p>DP PA absence figure 8% (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 2016/17)</p> <p>RIB Meetings (Ongoing 16/17)</p> <p>Daily monitoring of pupil absence (RWH/JC Ongoing 16/17)</p> <p>Weekly monitoring of key group data (RWH Ongoing 16/17)</p> <p>Meetings with PLs and PMs (RWH/PLs/PMs Ongoing 16/17)</p> <p>Analysis of FTEs (KCA/HNI HT2 Ongoing 16/17)</p>	<p>School Attendance Officer work on DP attendance - £8478</p>
Reduce persistent absence rates of DPs to in line with national benchmarks and non-DPs	<ul style="list-style-type: none"> Weekly analysis of PA and at risk PA (RWH/JCL Ongoing 16/17) Personalised targets set for PA and at risk PA (RWH/JCL/PLs/PMs Ongoing 16/17) Parents contacted and informed of PA status (RWH/JCL/PLs/PMs Ongoing 16/17) 	<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>Summer 2017</p> <p>DP cohort absence figure below 6%</p> <p>DP PA absence figure 9% (in line with school target)</p>	<p>Analysis of SEND outcomes (SENCO Ongoing 16/17)</p> <p>Data drops (SLT/HOD HT2 ongoing)</p>	
Reduce barrier of poor BfL for those DPs that experience difficulties in their learning	<ul style="list-style-type: none"> Fortnightly meetings with PLs and PMs where DP behaviour concerns highlighted and actions agreed (HNI/PLs/PMs Ongoing 16/17) Offer targeted interventions/behaviour support via Inclusion Team (HNI/IT Ongoing 16/17) AAC to work with targeted pupils to improve BfL (KCA/PLs/AAC HT1 Ongoing 16/17) 	<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>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>Inclusion Team Support – £43750</p> <p>Pastoral Support (PM) - £47643</p> <p>Pastoral Support (PL) - £17150</p>
Provide learning support for those identified DP SEND pupils	<ul style="list-style-type: none"> Identified DP SEND pupils to receive appropriate level of TA support and intervention in order to improve outcomes (LY Ongoing 16/17) 	<p>'Evidence suggests that TAs can have a positive impact on academic achievement'. (EEF Teaching and Learning Toolkit)</p>			<p>TA Support –TBC*</p> <p>Additional TA intervention for Year 11 English and Maths - £360</p>

Area 4: Parental Support and Engagement

- Seek to engage and support parents of disadvantaged pupils in their children's education by offering opportunities for staff and parents to work together, in order to support improved outcomes.

Planned Outcomes	Actions [who/when]	Evidence and Rationale of this choice	Targets/Milestones	Monitoring [who/when]	Cost
Increase the number of DP parents/carers attending parents' evening and other information giving events	<ul style="list-style-type: none"> Phone calls made to targeted DP parents/carers inviting them to parents' evening and other information events (LY HT1 Ongoing 16/17) Pre-booked/additional appointments made if needed Other barriers such as transport also addressed (LYA/AAC Ongoing 16/17) Home visits made to targeted DP parents unable to attend parents' evening (LY/AAC/PMs Ongoing 16/17) 	'Parental engagement with children's learning is effectively supported when parents receive clear, specific and targeted information from schools'. (DFE Review on parental engagement)	<p>Spring 2017</p> <p>An increase in the number of DP parents/carers attending parents' evening.</p> <p>An increase in the number of parents/carers attending information events.</p> <p>Summer 2017</p>	<p>Parents' Evening Attendance Analysis (AAC Ongoing 16/17)</p> <p>Parent voice analysis (KCA/PLs/AAC Ongoing 16/17)</p>	CPD (LY) on Parental Engagement - £210
Strengthen links with DP parents/carers by inviting them to specially organised events	<ul style="list-style-type: none"> Arrange KS3 'showcase' events for targeted DP groups. Invite parents/carers to attend with pupils. Offer information and support, as well as celebrating pupils' success (KCA/LY/AAC HT2 Ongoing 16/17) 	Successful parental engagement underpins any other intervention strategies.	<p>A continued increase in the number of DP parents/carers attending parents' evening.</p> <p>A continued increase in the number of parents/carers attending information events.</p>		'Showcase Events' – approximately £300 per event (1 per HT) £1500
Offer support with uniform/learning resources to DP most financially deprived parents/carers to enable DPs to access all areas of the curriculum	<ul style="list-style-type: none"> 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 (PLs/PMs/IT Ongoing 16/17) In extreme cases, offer financial support with providing uniform and other learning resources (KCA/HNI/PLs/PMs/IT Ongoing 16/17) 	'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)			Uniform and learning resources - £4,000

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