



# St Matthews RC High School

## Pupil Premium Statement 2015/2016



Focus	Expected Impact	Review*
Continue to increase provision and teaching capacity in English and Maths where required.	<p><b>Increase in proportion of PP students making at least expected progress in English and Maths. Improved outcomes for these students giving greater opportunity for accessing further study.</b></p> <ul style="list-style-type: none"> <li>✓ Smaller class sizes allowing for more targeted support of PP students, therefore increased outcomes</li> <li>✓ Intervention classes formed to address specific barriers to learning and overcoming them to ensure success</li> <li>✓ Subsequent improvement in the English and Maths at grade C or above %, Progress 8 score, Attainment 8 Grade for the school.</li> </ul>	See impact below. To continue 2016/17
Targeted Lesson 6 intervention programme informed by projection data - prioritising English and Maths, Core subjects, Ebacc subjects.	<p><b>Increase in proportion of PP students making at least expected progress in Ebacc subjects. Narrowed achievement between PP students and national figures.</b></p> <ul style="list-style-type: none"> <li>✓ Intervention classes formed to address specific barriers to learning and overcoming them to ensure success</li> <li>✓ Subsequent improvement in the Ebacc figure for the school.</li> <li>✓ RAPID intervention for the more able students to improve A/A* attainment of PP students.</li> </ul>	See impact below. To continue 2016/17
Best Practice PP Project x 2 (MANCEP and Partner Primaries)	<p><b>To work with high schools in MANCEP and Partner Primaries to share best practice and intervention strategies.</b></p> <ul style="list-style-type: none"> <li>✓ PP Lead's to meet and share good practice within schools.</li> <li>✓ Successful interventions to be considered and implemented.</li> <li>✓ Ideas share to discuss raising aspirations of PP students.</li> <li>✓ Subsequently a more focused PP cohort and narrow in the gap between PP and their peers.</li> </ul>	To be reviewed 2016/17
Achievement and Attainment Coach	<p><b>To work with and for pupils in receipt of pupil premium (PP) to improve rates of progress and ensure they achieve their academic potential.</b></p> <ul style="list-style-type: none"> <li>✓ To provide support and guidance to pupils in receipt of PP funding and those engaged with them by removing barriers to learning, to ensure a full learning experience.</li> <li>✓ To promote effective participation, raise aspirations and improve learning and progress to support pupils in achieving their full potential in all aspects of school life.</li> <li>✓ To develop and maintain effective and supportive mentoring relationships with identified pupils within this cohort.</li> </ul>	New AAC coach employed Sept 2017 Impact to be reviewed 2017



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	<ul style="list-style-type: none"> <li>✓ To work in partnership with others, involving parents/carers and a range of networks to support and improve progress and learning for pupils.</li> <li>✓ To coordinate and lead on 'Achievement Surgery' for KS4 PP students.</li> <li>✓ Lead local cluster projects.</li> <li>✓ Develop CEIAG programme to narrow skills gaps / employability skills between PP and Non PP.</li> <li>✓ Exam Readiness Audit throughout the academic year for PP students.</li> </ul>	
Continue to support learning in the classroom through staff development focused on supporting PP students.	<p><b>Expected progress made by PP students across all subject areas by the end of the school year. Higher levels of confidence and engagement.</b></p> <ul style="list-style-type: none"> <li>✓ Profile of Pupil Premium students as a cohort will continue to be clearly shared and understood by teaching staff within the school.</li> <li>✓ New staff provided with resources on cohorts, updated characteristics barriers to learning and strategies to secure success are shared and expected to be embedded into teaching and learning</li> <li>✓ PP students' needs will be better catered for across all curriculum areas.</li> <li>✓ Achievement Gap between PP and Non PP students reduced.</li> <li>✓ Achievement of PP students closer to national average for all pupils</li> </ul>	See impact below. To continue 2016/17
Providing tools, data and training to allow teachers to track the progress of PP students in order to provide intervention where necessary	<p><b>Further improvements on quality of teaching and learning, specifically in relation to catering for the needs of PP students and monitoring their progress.</b></p> <ul style="list-style-type: none"> <li>✓ Past, current and expected attainment of PP students as a cohort accessible by all staff, therefore more aspirational and challenging targets can be set</li> <li>✓ Early intervention of PP students who are not performing in line with non PP students, to put in place academic intervention.</li> </ul>	CPD and support to continue 2016/17
Saturday Revision / Coursework Catch Up / Revision Weekends.	<p><b>Improved outcomes for individual students in relation to target grades, giving greater opportunity for accessing further study.</b></p> <ul style="list-style-type: none"> <li>✓ Targeting of PP students to complete outstanding coursework</li> <li>✓ Focus on Higher level thinking skills.</li> <li>✓ Additional revision sessions for PP students to better prepare for Maths examinations</li> <li>✓ Subsequent improvement in the English and Maths at grade C or above %, Progress 8 score, Attainment 8 Grade for the school.</li> </ul>	See impact below. To continue 2016/17



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Support and Intervention via Inclusion Team provision	<p><b>Reduction in number of fixed term exclusions for PP cohort. Improved attendance for PP cohort.</b></p> <ul style="list-style-type: none"> <li>✓ Individuals and groups of students will be able to overcome social and emotional difficulties in order to access the curriculum, engage with it and therefore make at least expected progress.</li> </ul>	<p><b>DP FTEs reduced from 75% HT1 to 58.8% HT6.</b></p> <p><b>To continue 2016/17</b></p>
Intervention through the SEN department to provide timetabled, personalised teaching.	<p><b>Reduction in fixed term exclusions for individual PP students. Pupils are motivated and given the tools to reintegrate back into mainstream classes.</b></p> <ul style="list-style-type: none"> <li>✓ Targeted students will have access to one to one teaching to support learning across all areas of the curriculum</li> <li>✓ Student's social and emotional needs are catered for whilst still accessing the curriculum, allowing for close monitoring of progress, to offer increased opportunity for transition back to mainstream classes.</li> </ul>	<p><b>To continue 2016/17</b></p>
IT Resources to support SEN department reading programmes	<p><b>Reading ages of targeted students increase following the reading programme. Students are more confident and better able to access all curriculum areas.</b></p> <ul style="list-style-type: none"> <li>✓ IT resources to better engage pupils with a reading programme</li> <li>✓ Staff / Peer development opportunities.</li> </ul>	<p><b>To be reviewed 2016/17.</b></p>
Resources to support SEN department in assessing spelling ability of pupil	<p><b>Spelling ages of targeted students increase following the identification of and scaffolding support for pupils with low results.</b></p> <ul style="list-style-type: none"> <li>✓ SEN department can better tailor intervention</li> <li>✓ Classroom teachers have a broader knowledge of the capabilities of the PP students and therefore differentiate to overcome barriers to learning.</li> </ul>	<p><b>To be reviewed 2016/17.</b></p>
Providing opportunities for vulnerable students to improve literacy through social reading (IT Resources)	<p><b>Reading ages of targeted students increase following the reading programme. Pupils are more confident and better able to access all curriculum areas.</b></p> <ul style="list-style-type: none"> <li>✓ IT resources to better engage students with a reading programme.</li> <li>✓ Staff / Peer development opportunities.</li> </ul>	<p><b>To be reviewed 2016/17.</b></p>
Funding for resources provided to Technology subjects.	<p><b>Pupils will be able to fully participate in this area of the curriculum, as resources will be provided to enable to completion of final products.</b></p> <ul style="list-style-type: none"> <li>✓ Pupils more engaged and motivated to complete tasks and projects as they have an end result.</li> <li>✓ Pupils have the opportunity to show strength in practical skills.</li> </ul>	<p><b>To continue 2016/17</b></p>



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	Pupil's ability in these subjects can be better assessed, and therefore students can be better guided during transition to KS4 and option choices.	
Continue To Ensuring exposure to careers aspiration events / higher education opportunities.	<p><b>Increased focus on future goals, students can relate current achievement to future prospects. Students are better equipped to make KS4 option choices.</b></p> <ul style="list-style-type: none"> <li>✓ Focused cohorts visit careers / higher education events to talk to businesses and academic institutions.</li> <li>✓ College's and Universities come to St Matthew's to work with targeted groups of students offering IAG to pupils on their futures.</li> <li>✓ Industry visits to expose PP students to professions they may not have previously considered.</li> </ul>	<b>To continue 2016/17 with increased focus on targeting DP cohort for priority careers guidance.</b>
<p>Enriching The Curriculum</p> <p>Providing cultural experiences in school to pupils.</p> <p>Providing alternative learning approaches / opportunities to creative subjects</p> <p>Subsidised music lessons</p> <p>MFL Curriculum Resources &amp; RE Curriculum Resources</p>	<p><b>Increased engagement and enhanced learning opportunities through the sharing of real life experiences.</b></p> <ul style="list-style-type: none"> <li>✓ Topic / Theme focused visits by external providers and individuals.</li> <li>✓ Better engages students with subject areas.</li> </ul>	<b>To continue 2016/17</b>
Quality QA Process	<p><b>Continued development of QA Process across the school.</b></p> <ul style="list-style-type: none"> <li>✓ All levels of staff to be engaged with the QA process with a shared vision.</li> <li>✓ Students to use feedback effectively to ensure maximum progress.</li> <li>✓ Relentless focus on PP students to ensure they are achieving their potential.</li> <li>✓ Subsequent improvement in the English and Maths at grade C or above %, Progress 8 score, Attainment 8 Grade for the school.</li> </ul>	<b>See impact below. 'Robust' QA process in place.</b>
Parent Participation Programmes x 2 (KS3 & KS4)	<p><b>To encourage parent participation in supporting achievement and attainment.</b></p> <ul style="list-style-type: none"> <li>✓ Parents to develop the relationship with schools and increase knowledge of school life for their child.</li> <li>✓ Increased confidence in support their child in at home.</li> </ul>	<b>To develop further 2016/17 with additional DoL input.</b>



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	<ul style="list-style-type: none"> <li>✓ Collaborative approach from School, Parent and Child.</li> <li>✓ Pupil Progress interviews to ensure the barriers to learning are narrowed and SMART targets set.</li> </ul>	
Attendance and Punctuality Incentive Schemes.	<p><b>To improve attendance/punctuality of those eligible for pupil premium.</b></p> <ul style="list-style-type: none"> <li>✓ Improving the attendance figures of the PP cohort, as a whole school and per year.</li> <li>✓ Increased focus on key PP students and support required.</li> <li>✓ Allows students to receive incentives to encourage good attendance and punctuality.</li> <li>✓ Subsequent whole school percentage increased</li> <li>✓ All available learning hours maximised for PP students.</li> </ul>	<p><b>Improvement in DP cohort attendance. To continue 2016/17 with additional input from AAC and attendance officer.</b></p>
Assertive Mentoring Programme.	<p><b>To improve outcomes for PP students. Promote independent learning and ensure expected level of progress is being made.</b></p> <ul style="list-style-type: none"> <li>✓ Increased focus on key PP students and support required.</li> <li>✓ Improved attitude to learning and focus.</li> <li>✓ Increased aspirational goals.</li> <li>✓ Self-assurance and confidence in their studies and future options.</li> <li>✓ Improved relationships between PP students and staff.</li> <li>✓ Subsequent improvement in the English and Maths at grade C or above %, Progress 8 score, Attainment 8 Grade for the school.</li> </ul>	<p><b>To develop further 2016/17 with additional PL input.</b></p>
Targeted resources provided based on individual and changing pupils needs.	<p><b>To improve outcomes for PP students.</b></p> <ul style="list-style-type: none"> <li>✓ Improved engagement for individual students, minimising barriers to achievement and learning.</li> <li>✓ Improved outcomes for PP students</li> <li>✓ Subsequent improvement in the English and Maths at grade C or above %, Progress 8 score, Attainment 8 Grade for the school.</li> </ul>	<p><b>To be reviewed 2016/17.</b></p>



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**Pupil Premium Impact 2015-16**

**Yr7**

- ✓ 88.7% of DP cohort made at least expected progress in English and 65.2% made at least expected progress in Maths.
- ✓ 68.7% of DP cohort made better than expected progress in English and 40.9% made better than expected progress in Maths.
- ✓ 66.7% of More Able DP cohort made better than expected progress in English.
- ✓ 57.1% of More Able DP cohort made better than expected progress in Maths.
- ✓ 90.5% of More Able cohort made better than expected progress in Science.

**Yr8**

- ✓ 68.7% of DP cohort made at least expected progress in English and 49.5% made at least expected progress in Maths.
- ✓ 45.5% of DP cohort made better than expected progress in English and 35.4% made better than expected progress in Maths.
- ✓ 51.5% of More Able DP cohort made better than expected progress in English.
- ✓ 42.4% of More Able DP cohort made better than expected progress in Maths.
- ✓ 63.6% of More Able cohort made better than expected progress in Science.

**Yr9**

- ✓ 55% of DP cohort met or exceeded their target grade for English and 30.9% met or exceeded their target grade for Maths.
- ✓ 36% of DP cohort made better than expected progress in English and 50.9% made better than expected progress in Maths.
- ✓ 52.8% of More Able DP cohort met or exceeded their target grade for English.
- ✓ 52.8% of More Able DP cohort met or exceeded their target grade for Maths.
- ✓ 69.4% of More Able DP cohort met or exceeded their target grade for Science.

**Yr10**

- ✓ Increase in English and Maths A\*-C
- ✓ Increase in EBacc Attainment
- ✓ Improved Progress 8 score
- ✓ Increase in APS





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Focus	Expected Impact	Review*
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Yr11

Measures	2015 Actual Gap	2016 Actual Gap	Gap Difference
A*-C in E&M	23%	20.3%	Reduced by 2.7%
EBACC	20.3%	21%	0.7% Variance
APS	81.57	61.78	Reduced by 19.79
5 A*-C inc. E&M	24.1%	15.3%	Reduced by 8.8%

**Attendance**

DP Cohort year 14/15 = 90.05%

DP Cohort year 15/16 = 91.38%

increase in DP attendance = 1.33%

- Please see 2016/17 DP Action Plan for further details of priorities and actions for 2016/17.