

## Pupil premium strategy statement Mount St Mary's Catholic High School Leeds

1. Summary information					
School	Mount St Mary's				
Academic Year	2017/18	Total PP budget	£452,256	Date of most recent PP Review	26/9/17
Total number of pupils	915	Number of pupils eligible for PP	463 (50.6%)	Date for next internal review of this strategy	March 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 9-4 E&M	46.9%	78.9%
% achieving Ebacc Standard	11.1%	45%
Progress 8 score average	-0.245	0.22
Attainment 8 score average	36.7%	55.8

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Not all teachers make specific provision in their planning and practice for disadvantaged students.
B.	Low literacy and numeracy levels of key cohorts
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
C.	Poor attendance of disadvantaged students (especially white British)
D.	Lack of positive engagement of some parents of disadvantaged students with school.
E.	Low levels of out of school learning of disadvantaged students.

<b>4. Desired outcomes</b> <i>(desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	All staff use appropriate strategies to meet the needs of specific disadvantaged cohorts in all lessons.	Disadvantaged students to make progress at least as good as that of their peers GCSE outcomes in all key measures to move towards / maintain a positive Progress 8
<b>B.</b>	Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed.	In maths and English, proof of progress testing in KS3 and GCSE results in KS4 to move towards / maintain a positive Progress 8.
<b>C.</b>	Improved attendance of disadvantaged students, especially of white British.	Disadvantaged student attendance of at least 95%. White British average attendance to above 91%. Reduction of white British persistent absentees to below 20% of the cohort.
<b>D.</b>	Increased positive student engagement in education with the support of an appropriate adult.	Increased engagement with school activities Reduction in outliers / those most off track
<b>E.</b>	Increased disadvantaged students completing out of school learning/exam preparation	No internal gaps between disadvantaged and advantaged students. GCSE outcomes in all key measures to move towards / maintain a positive Progress 8.

<b>5. Planned expenditure:</b>					
<b>Academic year</b>	<b>2017/18</b>				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A.</b> All staff use appropriate strategies to meet the needs of specific disadvantaged cohorts in all lessons	CPD programme is tailored to responsibility areas, focussed on evaluating strategies which impact the disadvantaged the most.	We want to offer high quality teaching that makes specific provision for disadvantaged students, CPD course design, utilises Teacher Development Trust Review research, which states that a mixture of peer support and facilitated sessions are said to be most effective.	Bespoke CPD programme selected for individual members of staff using evidence of teacher practice to ensure improved delivery and effective evaluation	AHT T&L to cascade to CLs & FD's	To be reviewed at every progress check.  Review during whole school evaluation windows.  Costs = £6,000
<b>B.</b> Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed	Data team support on enhanced use of SISRA	Forensic use of data at all levels is now embedded and underpins planning for high quality first teaching and early intervention Proof of progress testing Y7 & Y8 Disadvantaged now making more progress in English - 72.6 % vs 69.7 non PP Maths 91% making expected or above expected progress	Achievement team to monitor progress of all key cohorts at every data collection.	Deputy Head (FRJ)	At each progress check Standards Reviews January/September  Costs = £17,063
<b>B.</b> Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed	Additional groups in KS4 for English, Maths and Science Key staff allocated to smaller groups with more disadvantaged students	Previous years' reduction in difference	FD's of Eng/PA Maths/Sci to ensure QA of delivery assessment and progress	JAM/AMR(ANB)	At each key data point Mock 1, Mock 2 and Results in addition to interim progress checks  Costs = £36,000

B. Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed	– Accelerated Reader  Accelerated Reader programme embedded within KS3 English Curriculum to include Y9	Impact seen from previous years 10/14 groups added at least 1 year of progress – disadvantaged making more progress than non-dis.	FD Eng/PA & English team to oversee	AMR/ANB	At termly reading assessments At each PC for Y7-Y9  Costs= £ 4,547
<b>Total budgeted cost</b>					<b>£ 63,610</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>B.</b> Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed	Year 10/11 English Intervention Resources and additional sessions for underperforming students (Identified at PC Data checks) Includes free resources for PP	Proven Success in previous years Yr10 PC6 data Dis. average English P8 0.111 2017 Cohort Dis. average English P8 0.233 Up from -0.54(2016 PR8 Eng.)	Pupils identified by FD – resources and sessions provided by English Dept. under guidance of FD	AMR/ANB	PC data checks will assess impact of intervention Mock 1 Mock 2 Results  Costs = £ 2,000
<b>B.</b> Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch	Small group Maths Intervention Pupils are selected be a part of small group intervention in Maths if they are not reaching their target grade	Previous success with 2017 cohort shows this is a positive intervention strategy with a proven record of success 2017 Cohort Disad. Maths - P8 = -0.095 compared to 2016 Disad. Maths -0.51	Follow model from last year BAA (strategic lead for Maths) will identify cohort from PC data	BAA	PC Checks reviewed to assess impact Cohort flexible depending on data and need.  Costs = £ 18,865
<b>B.</b> Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed	Y11 Herd Farm residential Targeted pupils attend a week long residential targeted on English and Maths	This has proven successful in previous years Mock 1 A8 35.09 Mock 2 A8 46.14 Result A8 52.88  Mock 1 P8 -2.231 Mock 2 P8 -1.429 Result P8 0.300	FD's for Eng/PA & Maths/Science to oversee – QLA From Mock 1 to provide targeted materials	PAT/JUF	Review improvements in Maths/English from Mock 1 → Mock 2 → results.  Costs = £ 3,080

<p>B. Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed</p>	<p>Dyslexia screening/Reading Age software/Sound Training – Screening to identify and address literacy issues to diminish difference on entry – Leading to Sound Training once areas of need are identified</p>	<p>This has had a proven positive impact in previous year – Disadvantaged students taking sound training have increase on average 21 months.</p>	<p>AHT (PAT/IAA) Run strategic testing on entry Yr 7 and any new entrants to school as part of the induction process</p>	<p>PAT/IAA SEN team support</p>	<p>Initial review after screening identifies need for intervention. Intervention allocation on priority of need (highest 1<sup>st</sup>) 6 week Sound Training (impact)  Cost £850</p>																
<p>B. Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed</p>	<p>Maths tutoring 1:1(2) after school</p>	<p>EEF – 1:1 tutoring has 5+ months impact. Own data from previous years. P8 PP in cohort = +0.197 P8 non PP = +0.27</p>	<p>All leadership team and key staff to mentor students Materials from 2017 exam after QLA process to support students</p>	<p>BAA Director of learning for Maths JUF – YL Y11</p>	<p>Review after Mock 1, Mock 2 and Results Interim review at each PC  Cost £6300</p>																
<p>C. Improved attendance of disadvantaged students, especially of White British.  Attendance office support First day response for non-attendance – Use of Safer Schools office</p>	<p>Data Driven specific intervention 100% attendance challenge  Pupils must be in school to make progress NFER briefing for school leaves identifying attendance as a key step</p>	<p>Evidence shows impact from similar scheme last year. More pupils with 90% increased 30%</p> <table border="1" data-bbox="685 932 1189 1110"> <thead> <tr> <th></th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>93.01</td> <td>95.22</td> <td>95.49</td> </tr> <tr> <td>PP</td> <td>92.11</td> <td>94.15</td> <td>94.61</td> </tr> <tr> <td>PP WBRI</td> <td>89.92</td> <td>91.94</td> <td>91.5</td> </tr> </tbody> </table> <p>Improving trend in PP attendance</p>		2014-15	2015-16	2016-17	All	93.01	95.22	95.49	PP	92.11	94.15	94.61	PP WBRI	89.92	91.94	91.5	<p>AHT for PDWB to oversee year teams and co-ordinate overall strategy</p>	<p>MAW YL &amp; attendance office</p>	<p>Half termly reviews with AHT and Year teams  Half Termly  Costs = £ 15,360</p>
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<p>D. Increased positive student engagement with education with the support of an appropriate adult</p>	<p>Focussed careers advice and use of 'UXPLORE' in all year groups. Appointment of NCOP support worker.</p>	<p>Setting career based academic goals would fall into the EEF – Meta-cognition, self-regulation &amp; 8 months impact.</p>	<p>AHT for PDWB to oversee year teams and co-ordinate overall strategy.</p>	<p>MAW.</p>	<p>Half termly reviews with AHT (PDWB) and Year teams  Costs: £ 22,656</p>																

<b>D.</b> Increased positive student engagement with education with the support of an appropriate adult	Rationalise off site provision A number of disadvantaged students are supported off site	In 2016 & 2017 all off site pupils engaged with their provision and were entered for qualifications No NEET – all secured a post 16 progression route	Student advocate team leader to monitor attendance and progress of all off site students LA QA Cycle informs quality Reduction in venues for placement following QA audit against student need	DMC/MAW	Use of CLM on daily and ½ termly basis for attendance and attainment data and ensure safeguarding  Costs (including transport) = £128,070
<b>E.</b> Increased disadvantaged students completing out of school learning and exam preparation	Holiday Homework (H.H.) set for all disadvantaged students in X band.  English 15 HATs.  Maths 12 MATs	This had an impact last year. <b>Maths H.H. 2017</b> Av Tot P8 0.37 Av. Maths P8 0.82 <b>English H.H. 2017</b> Av. Tot. P8 0.16 Av English P8 -0.15  EEF research indicates effective homework has impact on the progress of disadvantaged students.	Launch with 2 x assistant heads. (PAT/TOF).  QLA used for homework materials. 1: 2017 exam, 2 Mock1, 3: Mock 2  Specialist staff support pre and post-holiday.	PAT Maths: SCO, SON, LAJ  Eng.: ANB, ABL	Review progress of each cohort at each Progress Check (PC). Mock 1, Mock 2, and results  P8 to remain/ tend to positive  Costs £ 2,500
<b>A-E:</b>	All T&L, Intervention and Pastoral care is strategically planned, quality assured and have clear accountability structures.	Disadvantaged Cohort 2017 A8 36.70 FFT50 31.90 P8 -0.194 FFT50 -0.975 Basics 9-4 46.9% FFT50 44.4% Basics 9-5 22.2% FFT50 16%	Governor to have a specific 'Disadvantaged' focus. Deputy /Achievement team to track progress.	KG (Governor) FRJ Deputy Head	Termly 'accountability' meetings.  Data review after each collection point.  Costs: £ 37, 348
<b>Total budgeted cost</b>					<b>£ 237,029</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>D.</b> Increased positive student engagement in education with the support of an appropriate adult.	Other Approaches Key stage 3 / 4 student advocate (SA) team. Key workers assigned to each year. Team support in both pastoral and academic areas	Improved attendance for key cohorts PP att: last 3 years: 92.11, 94.14, 94.61 Wbri PP: 89.92, 91.94, 91.50 Reduction in 'Cs' comparing 2016 to 2017 All consequences reduced by at least 50% for PP students *Behaviour points	AHT & year teams to monitor charts Attendance and behaviour points on SIMS or Class charts	MAW & YLrs	Termly YL reviews  Cost £55,683
<b>E.</b> Increased disadvantaged students completing out of school learning/exam preparation	Disadvantaged focused exam preparation Saturday off-site with specific forms (7 x per year)	EEF – Meta-cognition, self-regulation & 8 months impact Homework + 5 Months impact Own data from smaller pilot in 2017 P8 – PP = + 0.324 Non PP = + 0.408	DHT to oversee year team and curriculum coordination EL FD/CL's to insure on subject specific days AHT T & L to focus on meta-cognition and memory	FRJ & Fd's AHT T & L	At each key data point Mock 1 Mock 2 & Results and interim PC checks Costs – 7 x buses @ £150 21 x staff days @ £180  Cost £ 4,760
<b>C.</b> Improved attendance of disadvantaged students, especially of White British. <b>D.</b> Increased positive student engagement with school feedback with the support of an appropriate adult	A Pastoral Support Worker has been recruited to work alongside the Year leader in each year group.	Improved attendance for key cohorts Reduction in 'Cs' comparing 2016 to 2017 All consequences reduced by at least 50% for PP students *Behaviour points	AHT (PDWB) & Year Leaders teams to monitor Class charts, Attendance and behaviour points on SIMS or Class charts	MAW & YLrs	Termly YL reviews  Cost £64,343
<b>D.</b> Increased positive student engagement with school feedback with the support of an appropriate adult.	A specific EAL team to support students who join us with little or no ability to speak/write English.	Accelerated language acquisition and in class support. EAL outcomes from 2017 show EAL PP P8 = +0.400 Att 8 = 39.10	AHT (SEND) to oversee provision allocation. Achievement team to monitor progress.	IAA Ach Team	At each key data point Mock 1 Mock 2 & Results and interim PC checks  Costs: £29,591
<b>Total budgeted cost</b>					<b>£ 149,617</b>



