

Planned Pupil Premium Strategy Statement Mount St Mary's Catholic High School Leeds

1. Summary information					
School	Mount St Mary's				
Academic Year	2018/9	Total PP budget	£426300	Date of most recent PP Review	16-10-18
Total number of pupils	929	Number of pupils eligible for PP	456 (49.1%)	Date for next internal review of this strategy	May 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (SPI data SISRA)
% achieving 9-4 E&M	38.8%	71.1%
% achieving 9-5 E&M	22.5%	48.8%
% achieving Ebacc Standard	11.3%	26.6%
Progress 8 score average	-0.155	0.146
Attainment 8 score average	38.6%	48.6

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<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
External barriers (<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.
F.	Higher levels of Anxiety and wider mental health issues.

4. Desired outcomes		Success criteria
A.	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.	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.
C.	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.
D.	Increased positive student engagement in education with the support of an appropriate adult.	Increased engagement with school activities Increase in the numbers of PP parents signing up to the MyEdd APP Reduction in outliers / those most off track
E.	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.
F.	Reduction in the levels of anxiety and wider mental health issues and the negative behaviours associated with them.	Increase attendance and attainment of identified cohorts. Reduction in C3/4s or C5 call outs. Increase in attitude to learning (ATL) grades. Positive student voice.

5. Planned expenditure:					
Academic year		2018/19			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. 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. 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 = £16052
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 2017 Results EngP8 dis -0.264 non +0.023 MathsP8 dis -0.111 non +0.125	FD's of Eng/PA Maths/Sci to ensure QA of delivery assessment and progress	AMR/EDW/JOA	At each key data point Mock 1, Mock 2 and Results in addition to interim progress checks Costs = £36,000

<p>B. Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed</p>	<p>– Accelerated Reader Accelerated Reader programme embedded within KS3 English Curriculum to include Y9</p>	<p>Impact seen from previous years 10/14 groups added at least 1 year of progress – disadvantaged making more progress than non-dis.</p>	<p>FD Eng/PA & English team to oversee</p>	<p>AMR/ANB</p>	<p>At termly reading assessments At each PC for Y7-Y9 Costs= £ 4548</p>
Total budgeted cost					£ 62600

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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. Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed	English Tutor Trust intervention. 3 Tutors to work with 9 identified students.	Pilot (free) study during Easter Holiday co planned with FD and delivered by Tutor Trust Positive staff and student voice. Tutor Trust has proven impact in other schools	Pupils identified by FD – resources and sessions provided by English Dept. under guidance of FD	AMR	PC data checks will assess impact of intervention Mock 1 Mock 2 Results Cost £1800
B. As Above	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 2018 cohort shows this is a positive intervention strategy with a proven record of success 2018 Cohort Disad. Maths – 6 Key disadvantaged students. Maths PR8 Mock 1 Mock 2 Result -1.354 -0.668 -0.521	Follow model from last year EDW will identify cohort from PC data	EDW/DAT	PC Checks reviewed to assess impact Cohort flexible depending on data and need. Cost £18207

<p>B./F Reduction in the levels of anxiety and wider mental health issues and the negative behaviours associated with them.</p>	<p>Y11 Retreat: Targeted pupils attend a weekend residential to include managing stress, anxiety and targeted on English and Maths</p>	<p>On average, about 1 in 5 young people have anxiety. Academic only residential had proven successful in previous years</p> <p>2018 data: Students attending residential</p> <table border="1" data-bbox="741 272 1339 384"> <tr> <td>Mock 1 P8</td> <td>Mock 2 P8</td> <td>Result P8</td> </tr> <tr> <td>-1.315</td> <td>-1.154</td> <td>0.568</td> </tr> </table>	Mock 1 P8	Mock 2 P8	Result P8	-1.315	-1.154	0.568	<p>FD's for Eng/PA & CL maths to oversee – QLA From Mock 1 to provide targeted materials.</p> <p>PDWB team to monitor anxiety levels</p>	<p>PAT/REG</p>	<p>Review improvements in Maths/English from Mock 1 → Mock 2 → results.</p> <p>Pupil voice</p> <p>Costs = £ 5562</p>																								
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<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>2018 outcomes: 37 students:Y11</p> <table border="1" data-bbox="741 612 1339 740"> <tr> <td></td> <td>Mock 1</td> <td>Mock 2</td> <td>Est</td> </tr> <tr> <td>Dis:</td> <td>-0.667</td> <td>-0.289</td> <td>+0.258</td> </tr> <tr> <td>Non-Dis</td> <td>-0.415</td> <td>-0.223</td> <td>+ 0.313</td> </tr> </table>		Mock 1	Mock 2	Est	Dis:	-0.667	-0.289	+0.258	Non-Dis	-0.415	-0.223	+ 0.313	<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 1st) 6 week Sound Training (impact)</p> <p>Cost £495</p>																		
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<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. 25 students: Maths PR8 data 2018</p> <table border="1" data-bbox="741 879 1339 975"> <tr> <td></td> <td>Mock 1</td> <td>Mock 2</td> <td>Est</td> </tr> <tr> <td>Dis:</td> <td>-0.856</td> <td>-0.164</td> <td>+0.452</td> </tr> <tr> <td>Non-Dis</td> <td>-0.377</td> <td>-0.368</td> <td>+ 0.814</td> </tr> </table>		Mock 1	Mock 2	Est	Dis:	-0.856	-0.164	+0.452	Non-Dis	-0.377	-0.368	+ 0.814	<p>All leadership team and key staff to mentor students Materials from 2017 exam after QLA process to support students</p>	<p>DAT/EDW REG – YL Y11</p>	<p>Review after Mock 1, Mock 2 and Results Interim review at each PC</p> <p>Cost £6300</p>																		
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Non-Dis	-0.377	-0.368	+ 0.814																																
<p>C. Improved attendance of disadvantaged students, especially of White British. Attendance office support First day response for non-attendance – Use of Safer Schools officer (SSO) for home visits</p>	<p>Data Driven specific intervention 100% attendance challenge</p> <p>Pupils must be in school to make progress NFER briefing for school leavers 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="792 1131 1330 1366"> <tr> <td></td> <td>2014-5</td> <td>2015-6</td> <td>2016-7</td> <td>2017-8</td> </tr> <tr> <td>All</td> <td>93.01</td> <td>95.22</td> <td>95.49</td> <td>96.1</td> </tr> <tr> <td>PP</td> <td>92.11</td> <td>94.15</td> <td>94.61</td> <td>95.6</td> </tr> <tr> <td>PP</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>WB</td> <td>89.92</td> <td>91.94</td> <td>91.5</td> <td>92.3</td> </tr> <tr> <td>RI</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Improving trend in PP attendance</p>		2014-5	2015-6	2016-7	2017-8	All	93.01	95.22	95.49	96.1	PP	92.11	94.15	94.61	95.6	PP					WB	89.92	91.94	91.5	92.3	RI					<p>AHT for PDWB to oversee year teams and co-ordinate overall strategy</p>	<p>MAW YL & attendance office</p>	<p>Half termly reviews with AHT and Year teams</p> <p>Half Termly</p> <p>Costs = £ 20216</p>
	2014-5	2015-6	2016-7	2017-8																															
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D. Increased positive student engagement with education with the support of an appropriate adult	Focused careers advice and use of 'UXPLORE' in all year groups. Appointment of NCOP support worker.	Setting career based academic goals would fall into the EEF – Meta-cognition, self-regulation & 8 months impact. 90% of students taking part in NCOP (National Collaborative Outreach Programme) are disadvantaged. Of the 22% WBRi Disad in Y10 25% are prefects Vs only 23% on the non-Dis cohort	AHT for PDWB to oversee year teams and co-ordinate overall strategy.	MAW	Half termly reviews with AHT (PDWB) and Year teams Costs: £ 9568
D. 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	DMC/MAW	Use of CLM on daily and ½ termly basis for attendance and attainment data and ensure safeguarding Costs (including transport) = £120040
D. Increased positive student engagement with education with the support of an appropriate adult	Onsite alternative provision- Fresh Start. Short term bespoke provision to help re-engage key students at risk of exclusion.	Own data from pilot: Increase attendance, reduction in lost learning time. Reduced short term exclusions.	SENDCo to monitor entry and exit data to ensure tailored support and bespoke provision.	IAA/PDWB team	PDWB meetings. Entry and exit data £6630
D Increased positive student engagement with education with the support of an appropriate adult	Summer School: Key PP students identified from Y6 transition visits for summer school.	Transition between phases is a risk point for vulnerable learners. (EEF gap report 2018). Students from previous years have increase attendance. Greater progress evident in Y7 & Y8.	AHT to oversee identification and consequent tracking of PP cohort. Model based on the recommendations in NFER research document on running summer	PAT/DMC	PAT/DMC to review September 2019 £3722

<p>E. Increased disadvantaged students completing out of school learning and exam preparation</p>	<p>Holiday Homework (H.H.) set for all disadvantaged students in X band.</p> <p>English 15 HATs.</p> <p>Maths 12 MATs</p>	<p>This had an impact last year. EEF research indicates effective homework has impact on the progress of disadvantaged</p> <p>2018: English HH: 16 Mastery Students: Maths HH: 11 Secure students:</p> <table border="0"> <tr> <td></td> <td>Mock 1</td> <td>Mock 2</td> <td>Final</td> </tr> <tr> <td>Eng</td> <td>+0.275</td> <td>+0.463</td> <td>+0.368</td> </tr> <tr> <td>Maths</td> <td>+0.051</td> <td>+0.142</td> <td>+0.057</td> </tr> </table>		Mock 1	Mock 2	Final	Eng	+0.275	+0.463	+0.368	Maths	+0.051	+0.142	+0.057	<p>Launch with 2 x assistant heads. (PAT/TOF).</p> <p>QLA used for homework materials. 1: 2017 exam, 2 Mock1, 3: Mock 2</p> <p>Specialist staff support pre and post-holiday.</p>	<p>PAT Maths: SCO, SIW, LAJ</p> <p>Eng.: ANB, ABL</p>	<p>Review progress of each cohort at each Progress Check (PC). Mock 1, Mock 2, and results</p> <p>P8 to remain/ tend to positive</p> <p>Costs £ 2,500</p>
	Mock 1	Mock 2	Final														
Eng	+0.275	+0.463	+0.368														
Maths	+0.051	+0.142	+0.057														
<p>A-F:</p>	<p>AHT with responsibility for the oversight of provision for the Disadvantaged to ensure T&L, Intervention and Pastoral care is strategically planned, quality assured and have clear accountability structures.</p>	<p>Disadvantaged Cohort 2018</p> <p>A8 34.39 FFT50 31.6 FFT20 35.3</p> <p>P8 -0.168 FFT50 -0.236 FFT20 0.135</p> <p>Basics 9-4 38.0% FFT50 48.1% FFT20 55.7%</p> <p>Basics 9-5 22.8% FFT50 19.0% FFT20 25.3%</p>	<p>Governor to have a specific 'Disadvantaged' focus. Deputy /Achievement team to track progress.</p>	<p>CG (Governor) FRJ Deputy Head</p>	<p>Termly 'accountability' meetings.</p> <p>Data review after each collection point.</p> <p>Costs: £ 37, 348</p>												
Total budgeted cost					£ 234388												

iii. Other approaches																	
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?												
D. 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 £54166												
E. 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 115 Students over 7 sessions PR8 data <table border="1"> <tr> <td></td> <td>Mock 1</td> <td>Mock 2</td> <td>Res</td> </tr> <tr> <td>Dis:</td> <td>-0.154</td> <td>+0.222</td> <td>+0.490</td> </tr> <tr> <td>Non-Dis</td> <td>-0.298</td> <td>+0.054</td> <td>+ 0.131</td> </tr> </table>		Mock 1	Mock 2	Res	Dis:	-0.154	+0.222	+0.490	Non-Dis	-0.298	+0.054	+ 0.131	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 & FS'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 £ 5520
	Mock 1	Mock 2	Res														
Dis:	-0.154	+0.222	+0.490														
Non-Dis	-0.298	+0.054	+ 0.131														
C. Improved attendance of disadvantaged students, especially of White British.	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 & YLs	Termly YL reviews Cost £59264												
D. 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 2018 show EAL PP P8 = +0.792 Att 8 = 42.14	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: £9328												
A_F: See above for details.	Use external provider for Pupil Premium review.	Initial review was recommended by Section 5 Ofsted report. Input and recommendations	Actions from PP review to be shared (FD/CLs governors)	PAT	At each key data point Mock 1 Mock 2 & Results Costs £1,034												
Total budgeted cost					£ 129312												

Total Pupil Premium allocated

£426300