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# Mount St Mary's Catholic High School

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## Pupil Premium Grant Expenditure 2016-17

<b>Improvement Initiative</b>	<b>Main Barrier</b>	<b>Amount (£)</b>	<b>Description</b>	<b>Intended Impact</b>	<b>Rag</b>	<b>Actual impact</b>	<b>Retain/Repeat</b>
<b>Improving Numeracy and Literacy</b>							
Dyslexia screening / Reading Age software	2	310	Screening to identify and address literacy issues to begin to diminish differences on entry.	Early identification of literacy issues. Diminishing of any existing differences in literacy (evidence from GL progress tests).	1	Proof of progress July 17 Disadvantaged making better progress in English 72.6% / 69.7%	✓
Homework Intervention and Holiday Homework	3	1000	Key students targeted for additional homework. High prior attaining students (HATS) to be given additional English homework over each holiday. Support sessions to bookend the homework	Marginal gains in targeted subjected areas.  Disadvantaged HATs to have positive English Progress 8 data.	2	Maths Holiday Homework 2017 Average Total P8 <b>0.368</b> Average Maths P8 <b>0.816</b>  English Holiday Homework 2017 Average Total P8 <b>0.156</b> Average English P8 <b>-0.150</b>	✓
Year 10 /11 English Intervention	2	1000	Resources and additional sessions for underperforming students including free revision resources for disadvantaged pupils	Disadvantaged students to improve levels of attainment in English	3	Year 10 PC6 Disad English A8 7.90 (Gap 1.28) Disad Average English P8 <b>-0.111</b>  2017 Cohort Disad English A8 8.06 (Gap 1.40) Disad Average English P8 <b>-0.233</b>	✓
Small group intervention (+ 0.5 FTE Maths)	2	18025	Pupils are selected for small group intervention in Maths if they are not reaching their target grade. The length of the intervention depends on need.	Disadvantaged students to improve levels of attainment in Maths.	4	2017 Cohort Disad Maths A8 6.96 (Gap 1.70) Disad Average Maths P8 <b>-0.095</b>	✓

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Maths Tutor Trust	3	885	After school mentoring sessions for targeted disadvantaged students. High prior attaining students who are underachieving in maths.	Disadvantaged HATs to have positive Maths Progress 8 data.	5	Maths Tutor Trust 2017 Average Maths P8 <b>0.248</b>	x
Accelerated Reader	2	1700	Rolling out of 'Accelerated Reader' programme for Y7 and Y8.. Additional reading time in PSHCE and weekly reading homework.	Reduction in gap of reading age to chronological age. Great number of books borrowed from the library.	6	Year 7 Disadvantaged made 15 months improvement over 12 chronological months so show a 3 month improvement.  Year 8 Disadvantaged made 13 months improvement over 12 chronological months so show a 1 month improvement.	✓
<b>Improving Academic outcomes</b>							
AHT Re allocation of duties to focus purely on Disadvantaged students	1-6	28910	AHT post created to improve the quality of 'first teaching' and to monitor all interventions to ensure all outcomes are maximised and any interventions not having impact are replaced.	All Teaching & Learning, Intervention and Pastoral care is strategically planned, quality assured and have clear accountability structures. Disadvantaged students above FFT 50 in all key measures	7	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%	✓

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Higher level Leeds Learning Partnership (LLP) funding	2	780	Additional support from LLP to allow training and support for senior intervention co-ordinator.	Good practice shared and disseminated. E.g. disadvantaged only work scrutiny.  Whole school focus on teaching for the disadvantaged No gaps in Year 7 and 8	8	Year 7 PC6 Disadvantaged Avg Pts 4.30 Non Dis Avg Pts 4.50 (Gap -0.20)  Year 8 PC6 Disadvantaged Avg Pts 4.74 Non Dis Avg Pts 4.85 (Gap -0.11)	
Off-site provision	6	139686	Educational provision not provided at Mount St Mary's Catholic High School for Pupil Premium pupils who are offsite for part or all of their education (e.g 1 day at college or on the COSP (Catholic Off Site Provision)).	100% of off-site pupils were entered for qualifications. All students to have a progression route. (No Neets)	9	2017 Offsite (17) A8 10.12 P8 -2.842  2016 Offsite (5) A8 16.2 P8 -2.11	✓
Extra Maths set	3	7000	An extra Maths group in Year 11 has been created in order to ensure that pupils can get more focussed intervention within lessons.	Accelerated progress. Increase in student attainment in maths.	10	2017 Cohort Disad Maths A8 6.96 (Gap 1.70) Disad Average Maths P8 <b>-0.095</b>	x

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Late evenings (resources and refreshments)	2,3	1000	The school is open until 7pm on selected evenings to offer support to students who may not have access to IT or suitable learning environment.	Attendance data shows that on average more disadvantaged pupils than Non-disadvantaged attended. For more detailed impact see 'Late Wednesdays' case studies.	11	<p>Case Studies</p> <p>TC –</p> <p>Mock 1 A8 43 P8 -2.353</p> <p>Mock 2 A8 55.5 P8 -1.103</p> <p>Result A8 61 P8 0.016</p> <p>KJ –</p> <p>Mock 1 A8 38 P8 -1.969</p> <p>Mock 2 A8 52.5 P8 -0.519</p> <p>Result A8 52 P8 0.252</p> <p>DO–</p> <p>Mock 1 A8 33 P8 -0.969</p> <p>Mock 2 A8 44.5 P8 0.182</p> <p>Result A8 54.5 P8 2.065</p>	✓
Extra set in English, Maths and Science in Key Stage 4	2,3	35000	<p>Extra set created in English, Maths and Science in Key stage 4, raising set numbers from 7 to 8.</p> <p>Key staff to teach smaller groups with high proportions of disadvantaged students.</p>	<p>Accelerated progress in KS4 for disadvantaged students.</p> <p>In key core sets.</p>	12	<p>Average Points</p> <p>Disad English 3.83</p> <p>Non Dis English 4.55 (Gap -0.72)</p> <p>Disad Maths 3.54</p> <p>Non Dis Maths 4.26 (Gap -0.72)</p> <p>Disad Sci Core 3.39</p> <p>Non Dis Sci Core 4.10 (Gap -0.71)</p> <p>Average Points 2016</p> <p>Disad Eng 34.55</p> <p>Non Dis Eng 38.42 (Gap -3.87)</p> <p>Disad Mat 32.68</p> <p>Non Dis Mat 40.42 (Gap -7.72)</p> <p>Disad Sci Core 33.44</p> <p>Non Dis Sci Core 38.40 (Gap -4.96)</p>	✓

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Y11 Residential	2,3	12000	Two week long residential sessions to focus on improving attainment in maths and English	Improvement in attainment /progress rates in the March mock exam and August results for targeted students.	13	Herd Farm focus group  Mock 1 A8 35.09 Mock 2 A8 46.14 Result A8 52.88  Mock 1 P8 <b>-2.231</b> Mock 2 P8 <b>-1.429</b> Result P8 <b>0.300</b>	✓
SISRA	2	778	Investment in new data analysis package /Staff training for more effective monitoring of progress	Greater detail of data interrogation more rapid turn-around of data collection to action focussed interventions. (see lesson folders)	14	Diminished differences in all year groups provides evidence of strategic immediate intervention applied after every progress check.	✓
Data team support	2	15600	Data manager employed to collect analyse and track data across all year groups.	Higher quality of data interrogation with greater flexibility.	15	Improved quality of standards review meetings and actions coming out of them. Improved accuracy of prediction	✓
UXPLORE	6	1560	Employment of ETPA worker to support students progression choices and engage hard to reach students.	100% Y11 leavers to have a progression route with no NEET pupils.		<b>Sept 17: All have a placement</b>	✓

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<b>Pastoral and whole-pupil support</b>							
Attendance Office support	1	9105	A pupil's attendance is a key indicator of future success. We employ 1 full time Attendance Officer who also gets administrative support.	Attendance improvements in key cohorts. WBri to increase to above 91% PAs to reduce to below 5%	16	Improved attendance for key cohorts PP att: last 3 years: (%) 92.11, 94.14, 94.61 Wbri PP: 89.92, 91.94, 91.50  Persistent Absentees(PAs) PP % : 13.43, 8.52, 8.08 PP WBri % 8.77, 5.90, 5.24	✓
Incentive Rewards	1	1000	A number of incentive rewards for improved attendance, punctuality, academic progress and behaviour for learning.	Improved attendance as above. Increase rates of progress. Reduced behaviour incidents.	17		
Key Stage 3 & 4 student advocates	2	58500	Student Advocates (SA) are employed who work closely with pupils in Key Stage 3 and 4. This involves both academic and pastoral mentoring.	Key students to be give bespoke support in class and out of class to remove barriers to learning.	18	All attendance, conduct and attainment data support the impact of this spend.	✓
Primary Liaison	3	950	Core subjects spend time supporting Literacy, numeracy & science within our primary feeder schools	Smoother transition. Subject staff to be more aware skills covered in primary schools.	19	Average Points 7.1 Disad 4.13 (Gap -0.33) 7.6 Disad 4.35 (Gap -0.17)	✓
Lead TA & additional TA for EAL	2	20573	A specific EAL team to support students who join us with little or no ability to speak/write English.	EAL students to make above average progress within the disadvantaged and whole school cohorts.	20	Disad EAL P8 <b>0.400</b> Non Dis EAL P8 <b>0.933</b> All Non EAL P8 <b>-0.297</b> All EALP8 <b>0.667</b>	✓

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Summer Activities	4	1000	Summer school with literacy and activity elements for Y6 disadvantaged students.	Improved literacy skills. Increase parental engagement at an early stage. Smoother transition and increased attendance (compared to Y6) for targeted students.	21	Average Points 7.1 Disad 4.13 (Gap -0.33) 7.6 Disad 4.35 (Gap -0.17)	✓
Year team pastoral workers 5 x Support Workers	4	65590	A Pastoral Support Worker has been recruited to work alongside the Year leader in each year group.	Additional pastoral support to identify and provide early intervention to avoid differences widening.	22	All attendance, conduct and attainment data support the impact of this spend	✓
Y10 Young Leader Residential	3	5400	A week long residential programme to develop young leadership and peer mentoring skills. This has a particular focus on Literacy and Numeracy leaders that support Y7 & Y8 form classes.	Development of high quality student leadership. Peer mentoring skills developed.	23	Students used to support Accelerated Reader: see impact data above.	✓
Careers advice/service	5	8500	Money spent ensuring that pupil premium pupils make appropriate choices and are offered good advice concerning their future.	100% Y11 leavers to have a progression route with no NEET pupils.	24	<b>Sept 17: All have a placement</b>	✓
Total expenditure		459020					



**Main Barriers to Future Attainment As identified 2016-2017**

1. Poor Attainment of the Disadvantaged (especially White British) students.
2. Low Engagement in learning of the disadvantaged (especially boys)
3. Poor Progress of disadvantaged high prior attaining (HAT) students
4. Poor Attendance / engagement of the parents of disadvantaged students at school consultation events
5. Lack of External support for disadvantaged students
6. Low Levels of out of school learning of disadvantaged students.