

Pupil Premium Strategy Statement 2019-20 & Impact Review

School Overview

Metric	Data
School name	Brownedge St Marys Catholic High School
Pupils in school	730
Proportion of disadvantaged pupils	26%
Pupil premium allocation this academic year	£171,670.00
Academic year or years covered by statement	2019-20
Publish date	21 st October 2019
Review date	October 2020
Statement authorised by	Nicola Oddie
Pupil premium lead	Conor McCreesh
Governor lead	

Disadvantaged Pupil Performance Overview

Headline Data	2018-19 (24 PP of 130)	2019-20 (43 PP of 137)
Progress 8 (Non-PP)	-0.65 (0.06)	0.03 (0.33)
Ebacc entry	25% (33%)	14% (20.2%)
Attainment 8	33.57 (46.95)	40.74 (48.74)
Percentage of Grade 5+ in English and maths	8.3% (40.6%)	25.6% (46.8)

Strategy Aims for Disadvantaged Pupils

Aim	Target	Target date
Progress 8	Narrow the gap between PP and national Non PP	September 2021 or sooner
Attainment 8	Narrow the gap between PP and national Non PP	September 2021 or sooner
Percentage of Grade 5+ in English and maths	Achieve English and maths 5+ scores for similar schools	September 2021 or sooner
Other	Improve attendance so that it is in line with national	September 2021 or sooner
Ebacc entry	Improve EBacc Entry for all pupils	September 2021 or sooner

Teaching Priorities for Current Academic Year

Measure	Activity	Impact
Priority 1	Invest in supporting Quality First Teaching; provide a variety of internal and external CPD opportunities including memory retrieval and practice and visits to other schools. Ensure CPD themes are then delivered to students through lesson delivery, workshops and seminars.	Majority of costs linked to staffing. CPD sessions delivered up to March 2020 (Lockdown) with regular impact monitoring undertaken through QA process and Faculty Evaluations. External visits and training completed. Awareness of PP needs evidenced through a variety of pedagogical means in lessons and process mechanisms in school.
Priority 2	Monitor subject areas under Subject Action Plus where 2018/19 outcomes were below expected and the gap between PP and non-PP is significant.	GCSE Results analysis shows an improving trend in all subjects (including English, Maths and Geography), because of enhanced monitoring and evaluation each term.
Priority 3	Targeted lines of enquiry meetings particularly in English and Maths.	Meetings undertaken up to March 2020 with identified actions each time.
Barriers to learning these priorities address	Improve outcomes so all gaps are significantly reduced. Enrich learning and teaching pedagogy so colleagues can deliver high quality teaching. Ensure outcomes in all subjects improve and intervention is targeted to significantly improve the % of students achieving both English and Maths.	2019-20 Outcomes demonstrate improvement in all areas, with gaps reduced*. Much of this was a result of improvements demonstrated from targeted intervention up to March 2020. CPD programme, with significant Teaching & Learning focus, was delivered until March 2020. Thereafter, CPD was delivered remotely to support need. *GCSE Outcomes based on Centre Assessed & Calculated Grades.
Projected spending	£50,000.00	Spent as expected.

Targeted Academic Support for Current Academic Year

Measure	Activity	Impact
Priority 1	Develop 'Word Power' for all students. Focusing on literacy interventions across KS3 for low attaining disadvantaged students and across KS4 for higher attaining disadvantaged students. Introduction of parental engagement workshops.	Literacy marking policy updated. Vocabulary focus developed across many aspects of school life, and now embedded practice, including key vocabulary in Knowledge Organisers, awareness of tiers of vocabulary, word-based inter-house competitions, 'book on the go' to supplement reading strategies and 'word of week'.
Priority 2	Introduction of 'All Star Academy'. PP mentoring scheme where identified PP students work closely with a member of staff to improve progress, behaviour and/or attendance.	Bursary-based 12-week mentoring programme introduced, which demonstrated signs of progress up to March 2020. This accounted for the majority of the spend in this area.

Barriers to learning these priorities address	Low levels of parental support influencing low literacy outcomes. Closely match interventions with all ability groups.	Some administrative gains to support parental engagement before March 2020.
Projected spending	£70,000.00	Costs linked to period up to March 2020 only.

Wider Strategies for Current Academic Year

Measure	Activity	Impact
Priority 1	Provide opportunities to develop student well-being before and after school.	Breakfast Club offered each morning up to March 2020, with some staff attending to support pupils. Costs linked to staffing, providing food for 4 days per week. Homework Club offered before and after school, with attendance tracked to determine levels of engagement. Costs linked to staffing.
Priority 2	Recruitment of PP Champion (Admin). Responsibility for monitoring attendance and progress at a wide range of interventions. Role linked to supporting the improvement of parental engagement and communication.	September 2020: Admin PP Champion appointed to track and support attendance, parental support and engagement at school events. Much of impact of this was limited by lockdown in not being able to appoint when planned.
Priority 3	Retention of School Counsellor and Intervention manager to support student Social, Emotional and Mental Health.	Counsellor continues to prioritise PP pupils and we have continued to support any identified pupils financially, particularly during the lockdown period. Staffing Costs here.
Priority 4	Widen cultural capital experiences.	PP participation in enrichment opportunities, e.g. Duke of Edinburgh Award, CASEO, School Trips, has been encouraged, supported financially, and tracked.
Barriers to learning these priorities address	Improve attendance and move in line with national figures. Continue to support student SEMH needs. Provide opportunities to enhance learning and develop social skills.	Emphasis has been placed on supporting good attendance through our rewards system. Further support for our careers provision is needed to ensure bespoke guidance for all pupils.
Projected spending	£51,670.00	Costs linked to period up to March 2020 only.

Monitoring and Implementation

Area	Challenge	Mitigating action	Impact
Teaching	Ensuring enough time is allocated to allow for staff professional	Use of INSET days and additional cover being provided if required.	CPD calendar and Learning Communities utilised to ensure training

	<p>development and meetings.</p> <p>Ensure Subject Review Plus monitoring is consistent.</p> <p>Ensure data is accurate and tracking is robust.</p>		<p>was targeted appropriately.</p> <p>Faculty QA process used to support evaluation and signpost further developments as appropriate.</p>
Targeted support	<p>Ensure enough time is allocated to faculties through CPD and the wider evaluation schedule.</p>	<p>Revise CPD and faculty evaluation schedule if necessary.</p>	<p>Data was reviewed continuously throughout the year, supported by an external, particularly for determining GCSE Centre Assessed Grades.</p>
Wider strategies	<p>Engage students and their families who are facing the most challenges.</p>	<p>Work closely with parents and carers. Offer outreach support where necessary.</p>	<p>Targeted support offered, based on specific need.</p>

