Action Plan for Disadvantaged Pupils 2020-21

Preface

Many pupils, particularly those identified as Disadvantaged, have experienced a prolonged period out of school since March 2020. Although they may have had access to remote learning during this time this cannot be guaranteed, for a variety of reasons, and their level of understanding of work that was set for them to complete is likely to have varied. Recent academic articles suggest the gap between the performance of Disadvantaged Pupils and the rest of their peers may have grown by as much as 22 months. All Faculties have created Recovery Curriculum Plans to help address this perceived / possible gap for pupils and help re-integrate them back into school.

The following plan is designed to reflect what is stated above, and links to other action and improvement plans in school. The structure the plan follows is based on that suggested by the Education Endowment Foundation (EEF) and follows a `3-tiered' approach focusing upon:

- Quality of Teaching
- Targeted Strategies
- Wider Strategies

Key Priorities identified from our 2019-2021 School Improvement Plan

School Priority Foci
1. Priority 1 – To continue to review our school curriculum intent
   A. Transition back to a 3-year KS3 for present Year 8 to ensure COVID catch up
   C. Strengthen curriculum links in English and maths between KS2 and KS3
   D. Continue the work done on ensuring all subject progression models are clear, well planned and that they ensure planned and reactive opportunities for gaps in learning to be closed so pupils know more and can recall more. Faculties will develop **Recovery Progression Models/Curriculum Plans** for all years in light of partial closures
   E. Review our LfL and SRE programme in the light of new national guidelines
2. Priority 2 – To ensure that the implementation of our subject curricula consistently deploys the best pedagogical practice responsive to the varied needs of all our pupils
   A. Continue to train teachers in best pedagogical practice combined with good subject knowledge so to deliver improved progress outcomes in GCSE, particularly DAP, SEN and boys. This will focus specifically on **Blending Learning** strategies to ensure teachers identify and common misconceptions, check progress and understand strategies for moving learning forward through adapting teaching, as necessary.
   B. Whole school approach to literacy ensuring all pupils access and deploy academic vocabulary in speech and writing and follow consistent practice in successful extended writing (Reading too)
   D. Ensure that assessment is used well to identify any gaps resulting from closure and help pupils embed and use knowledge fluently or to check understanding and to inform teaching. **Assessment** will support our understanding of the ability of our new Year 7 intake without SATS scores
3. Priority 3 – To further improve behaviour across school by ensuring established routines are consistently used
   A. Improve behaviour for learning through greater consistency and flexibility of teaching strategies, rewards and sanctions as pupils adjust to the **new school routines and structures**
   B. Use of thePOD - Behaviour Unit to for internal exclusion and support the reintegration of pupils returning from internal exclusion
   C. Continue to develop pupils` positive attitudes to their learning, ensuring they are resilient to setbacks and take pride in their achievements, especially boys
4. Priority 4 – To reduce the absence and persistent absence of all pupils and secure improvements in the attendance and persistent absence of disadvantaged pupils.
   A. Improve attendance across the school with an appreciation of COVID implications
   C. Reduce persistent absenteeism to ensure it continues to be better than national, through developing stronger links with harder to reach parents and carers
5. Priority 5 – To ensure every child takes the extensive opportunities to grow and develop in 'character'
   A. Continuously evaluate **cultural capital** learning experiences to ensure that pupils` have access to a wide and rich set of experiences which are of an exceptional quality and reflect the richness of Catholic contributions to culture
   D. Continue to develop the extent to which pupils actively contribute towards the Catholic Life of the school and how they respond to the opportunities provided for their personal development
6. Priority 6 – To ensure leadership at all levels in school consistently achieves our school mission
   B. Prioritise the achievements of DAP, SEN and boys, ensuring **all can access online learning**
   D. Explore new ways to engage effectively to reach parents/carers to the very obvious benefit of pupils, ensuring parental engagement levels are maintained during the **'virtual meeting'** era
   E. To monitor and evaluate progress towards improving wellbeing for ALL our school community, particularly **mental health wellbeing** and workload during COVID times

Pupil Premium Strategy Statement 2020-21

School Overview

Metric	Data
School name	Brownedge St Marys Catholic High School
Number of Pupils on Roll 2020-21	759
Pupil Premium this academic year	£17,000
National Tutoring Programme this academic year	As yet unknown
Publish date	October 2020
Review date	September 2021
Statement authorised by	Nicola Oddie
Pupil Premium lead	Conor McCreesh
Governor lead	

Teaching priorities for current academic year

Measure	Activity
Priority 1	Quality First Teaching for all pupils (incorporating Rosenshine's principles, focus on recall & retrieval, questioning, feedback in books / learning dialogue sheets, extended writing / literacy focus, other pedagogical focus in key subjects), supported by Learning Communities.
Priority 2	All pupil groups used in all analysis reports including attendance, exclusions, behaviour etc.)
Priority 3	Identification of gaps in knowledge and progress in each subject to identify Intervention Groups.
Priority 4	All Pupil premium pupils to be given a GCSE textbook and revision guide in each GCSE subject
Priority 5	Promote and improve all aspects of Blended Learning & Literacy Extended Writing to support DPs learning in all subject areas, supported by better parental engagement via Microsoft Teams
Priority 6	Attendance at extra-curricular events, e.g. CASEO
Projected spending	Included elsewhere in school

Targeted academic support for current academic year

Measure	Activity
Priority 1	Multi-layered Programme to support catch-up for identified DP pupils, primarily focusing on Year 11 in the first instance. This three-staged approach will measure impact at the start and end. Thereafter, additional targeted support to be offered during half-terms / school holidays.
Priority 2	Careers intervention and support to enable all DPs to have a realistic awareness of future career plans and how to get there.
Priority 3	Attendance analysis, including historical attendance issues, used to help target improvement.
Priority 4	Homework Club / Support for pupils who struggle to access and complete work at home.
Priority 5	Re-launch of this mentoring programme (All-Star Academy) for pupils at KS3.
Projected spending	£11,500

Wider strategies for current academic year

Measure	Activity
Priority 1	Awareness and management of `digital disadvantage` and address issues for individual pupils.
Priority 2	Strategy to engage `hard-to-reach` parents, supported by virtual contact via SchoolCloud.
Priority 3	Identification of pupils requiring welfare support (including counselling, trauma, ACEs etc.)
Projected spending	£5,500

Teaching

SIP Ref	Year Group	Planned Actions	Intended impact and How monitored	Planned Review	Lead	Cost
1d, 2a, 2b, 3a	All	Quality First Teaching for all pupils (incorporating Rosenshine's principles, focus on recall & retrieval, questioning, feedback in books / learning dialogue sheets, extended writing / literacy focus, other pedagogical focus in key subjects), supported by Learning Communities.	All teachers planning building blocks of initial learning, recall based activities, and Q&A sessions, with DPs included in all sessions. All learning dialogue sheets / feedback reports signposting extended writing expectations, especially for DPs.	April 21	TM CMc	Included elsewhere
2a, 3a, 4a, 4c	All	All pupil groups known and understood by all teachers and used in all analysis reports including attendance, exclusions, behaviour etc.)	All teachers aware of DPs and what works best with each. School reports / documentation clearly referencing DPs.	Jan 21	CMc	Included elsewhere
2b, 2d, 3c	Years 8,9, 10 & 11	Identification of gaps in knowledge and progress in each subject – leading to the creation of Intervention Group lists	Updated Faculty Recovery Curriculum Plans with actions and reviews Targeted groups for Period 6 and additional Tutoring	Feb 21	TM FLs CMc	Included elsewhere
2d, 6b	Years 10 & 11	All Pupil premium pupils to be given a GCSE textbook and revision guide in each GCSE subject	Pupils able to access / reference expected knowledge, demonstrated in assessment data	March 21	CMc	Included elsewhere
2a, 2b, 2d, 6b	All	Promote and improve all aspects of Blended Learning & Literacy Extended Writing to support DPs learning in all subject areas, supported by better parental engagement via Microsoft Teams	All staff and pupils using Teams to support learning inside and outside of school. Scaffolding / detailed guidance for extended writing as embedded practice in all subject areas to enable pupils, esp. DPs, to overcome stumbling blocks. Weekly engagement reports to parents.	Jan 21	CMc SLT	Included elsewhere
4a, 5a	Years 7 & 8	Attendance at extra-curricular events, e.g. CASEO	CASEO attendance records showing high levels of attendance among DPs	May 21	CMc	Included elsewhere

Targeted Strategies

SIP Ref	Year Group	Planned Actions	Intended impact and How monitored	Planned Review	Lead	Cost
1d, 2b, 2d, 3a	Years 10 & 11	Multi-layered Programme to support catch-up for identified DP pupils, primarily focusing on Year 11 in the first instance. This will take place in three different stages to help measure impact at the start and end. Thereafter, additional targeted support to be offered during half-terms / school holidays.	Small group intervention by subject specialists should help plug knowledge and skills gaps to help pupils prepare for external examinations. Targeted intervention records, by year group, and review outcomes.	Mar 21	CMc	£4000
3a, 3c, 5a	Year 11	Careers intervention and support to enable all DPs to have a realistic awareness of future career plans and how to get there.	All pupils in Year 11, with DPs having a priority, to have an interview with a Careers advisor, with an action plan. This will be tracked over the remaining months of Year 11	Jan 21	CMc CSi	£2500
4a, 4c	All	Attendance analysis, including historical attendance issues, used to help target improvement, supported by incentives	Clear levels of improvement for identified pupils over time, supported by a rewards process.	Jan 21	CG, DD. HoH	Included elsewhere
6b	Years 7 & 10	Homework Club / Support for pupils who struggle to access and complete work at home.	Targeted intervention records for ELC (and T4), supported by reduction in `negis` for DPs.	Jan 21	SH	Included elsewhere
5a, 6b	Years 7 & 8	Re-launch of this mentoring programme (All-Star Academy) for pupils at KS3.	Targeted mentoring records, review outcomes. Project report for NPQSL (RP)	Feb 21 May 21	RP	£5000

		Wider Strategies				
SIP Ref	Year Group	Planned Actions	Intended impact and How monitored	Planned Review	Lead	Cost
2d, 4a, 5a,	All	Awareness and management of `digital disadvantage` and address issues for individual pupils.	Action plan to address digital access needs, supported by accurate monitoring records across school.	Dec 20	SLT	Included elsewhere
6b, 6d, 6e	All	Strategy to engage `hard-to-reach` parents, supported by virtual contact via SchoolCloud.	Parental engagement increased in terms of attendance levels at Parents' events. Spreadsheet details demonstrating levels of engagement for all parents.	Feb 21	CMc PA	£1600
3a, 3c, 6e	Years 8, 9, 10 & 11	Identification of pupils requiring welfare support (including counselling, trauma, ACEs etc.)	Identification records, planned actions and review outcomes as appropriate.	Jan 21	SWa	