

St Marys High School, Leyland

Pupil premium strategy statement: 2019-22



1. Summary information					
School	St Mary's Catholic High School, Leyland				
Academic Year	2020-21	Total PP budget	200 095.00	Date of most recent PP Review	Feb 2018
Total number of pupils	759	Number of pupils eligible for PP	205	Date for next internal review of this strategy	Feb 2021

2. Current attainment		
School Progress 8 score - (29/106 pupils) based on results 2019 cohort School Attainment 8 score 43.27 LA average 46.60 England average 46.55	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.73	-0.13
Attainment 8 score average	33.17	50.15
English & maths at grade 5 or above	17%	50%
English & maths at grade 4 or above	38%	64%
Progress 8 score by subject area: English	-0.38	0.11
Progress 8 score by subject area: Maths	-0.75	0.11
Attainment 8 score by subject area: English	8.21	10.59
Attainment 8 score by subject area: Maths	5.21	9.78

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3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers

A.	Outcomes lower for PP students resulting in a widening of gaps when comparing to non-PP in a number of subject areas in the school.																										
B.	<p>Engagement of Curriculum 'pathways' which do not always cater for PP.</p> <p>Levels of Literacy, numeracy and oracy are often lower in PP students.</p>																										
C.	Low Aspirations																										
D.	<p>Attendance</p> <p>Rates of exclusion for PP are higher than for non-PP (FTE and PX)</p> <p>PP are also more likely to spend time in our internal Inclusion facility –impacting on progress.</p> <p>PA rates higher in PP students.</p> <table border="1"> <thead> <tr> <th></th><th>2017/18</th><th>2018/19</th><th>2019/20</th></tr> </thead> <tbody> <tr> <td>Whole school</td><td>95.06</td><td>94.24</td><td></td></tr> <tr> <td>PP</td><td>92.39</td><td>94.8</td><td></td></tr> <tr> <td>Non-PP</td><td>96.17</td><td>96.8</td><td></td></tr> <tr> <td>PP Girls v Non-PP Girls</td><td>92.35 v 96.41</td><td>91.4 v 95.53</td><td></td></tr> <tr> <td>PP Boys v Non-PP Boys</td><td>92.45 v 95.90</td><td>92.54 v 95.13</td><td></td></tr> </tbody> </table>				2017/18	2018/19	2019/20	Whole school	95.06	94.24		PP	92.39	94.8		Non-PP	96.17	96.8		PP Girls v Non-PP Girls	92.35 v 96.41	91.4 v 95.53		PP Boys v Non-PP Boys	92.45 v 95.90	92.54 v 95.13	
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E.	Parental support																										
F.	Lack of opportunities																										

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4. Intended outcomes		How measured	Success criteria
A.	Ensure that disadvantaged pupils achieve in line with non-disadvantaged St Mary's pupils according to benchmark starting points	Use current data to track performance in both key stages Analysis of data following GCSE exams	Trends show evidence that gap outcomes are narrowing in a climate of continued improvement for all. (PP outcomes need to improve at a faster rate than for non-PP)
B.	Ensure that disadvantaged pupils' attendance rates and PA rates are in line with non-disadvantaged St Mary's pupils.	Use internal data and compare to national rates	Trends show evidence that gap outcomes are narrowing where overall school attendance stays above national.
C.	Ensure that disadvantaged pupils' rates of exclusion are in line with non-disadvantaged St Mary's pupils.	Use internal data and compare to national rates	Trends show evidence that gap outcomes are narrowing where overall school FTE and PX stays below national.
D.	Destination data for disadvantaged pupils comes in-line with that for non-disadvantaged	Use internal data and compare to national rates	Trends show evidence that gap outcomes are narrowing where school rates stay above national. Case studies illustrate success for individuals.
E.	Ensure that the spread of disadvantaged pupils across sets in core subjects stays consistent with ability rather than by outcome of assessment over time.	Each year group to be audited and checked to assess if this is an issue for St Mary's. Create a profile for each year group to be used at Academic Board meetings as a guide prior to set changes.	Profile stays consistent to Yr7 starting points. Where changes are made, a case study explanation follows.
F.	Ensure that disadvantaged pupils fully receive the Parents' Evening feedback	Record for all cohorts. Pastoral support to make 100% with parents who did not attend in 2018/19. Follow up meeting arranged after the event for non-attendees.	100% cohorts academic progress given to parents achieved.

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5. Planned expenditure					
Academic year	2019-20				
i. Quality first Teaching					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Monitor the use of best practice strategies given to staff in 2018 via observations to ensure disadvantaged pupils receive quality first teaching.	Embed awareness among all teachers of their responsibility to disadvantaged pupils. Continue to upskill teachers on recognised strategies with proven success when used effectively with Pupil Premium Pupils. Monitor the use of INSET.	PP review in Jan. 2018 identified this as a weakness, this continues to be a weakness in some areas 2019 May data.	<ul style="list-style-type: none">• Monitored as a routine part of LO.• Standard question in feedback discussion.• Use as a standardised T&L target for all in Performance Management	CLF	Autumn 2020
Appointment of a KS2-3 teacher to narrow the gaps for pupils entering St Mary's at below expected progress in maths and English.	Increase effectiveness of intervention in Maths and English	Research shows that building on previous knowledge, skills and understanding between key stages is a key ingredient of closing the education gap for the PPG. Therefore, this appointment hopes to bridge the gap between KS2 and 3.	<ul style="list-style-type: none">• PP lead to meet with Curriculum Leaders for Maths and English each half term to monitor strategy and impact.	CLF but directing the work of Eng and Math CLs	Oct 2020

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Ensure that disadvantaged pupils are fully prepared for assessments. Development of revision skills targeting these pupils.	Improve internal assessment outcomes for disadvantaged pupils. Consideration of working lunches for PP pupils for revision so that this will drive achievement in subject areas. Pupils to be fed and watered at these sessions.	Research suggests that some disadvantaged pupils do not approach exams with the same focus as their non-disadvantaged peers and may also not have the same access to resources at home to achieve an effective level of revision.	<ul style="list-style-type: none"> Creation of a calendar of such interventions for pupils in each year group. Metacognitive approaches used to support disadvantaged pupils improve as independent learners. Ensure that all PP pupils have access to revision materials for all subject areas, whether this is certain texts, revision guides to visits to places. Ensure that transport and food is supplied for all PP pupils in attendance at revision sessions/ study skills events to encourage their attendance. 	CLF	Oct half term
Appointment of a PP progress data analyst. Ensure that Teachers have access to the most up to date progress data on their classes so that they can apply timely intervention and monitor its effectiveness	For teachers to use their data to support their planning for disadvantaged pupils, to provide timely intervention and monitor its effectiveness.	The academic pupil premium gap increased over a 3-year period. The 2019 data suggests the gap will be similar to 2018. We have identified the need to have a more through approach to data use and the use of data to provide timely intervention at the classroom teacher level with regular assessment for impact.	<ul style="list-style-type: none"> After each whole school data trawl, the creation of a central document highlighting progress data of the PPG compared to their peers. Resulting in focussed conversations as part of the curriculum review meetings to discuss intervention strategies and discuss the effectiveness of any such strategies. 	CLF	July 2021
Total budgeted cost					70 485
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

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Improve parental engagement at Progress Evenings among disadvantaged pupils.	100% cohort engagement	Current rates show a gap between attendance at parent events between PP and non-PP peers.	<p>The data on attendance by all at these events will be monitored and reported on to all Governors. The non-attendance of PP parents will result in the Pastoral Leader with the support from the assistant for that year group completing a Home Visit to build relationships and trust and to highlight the progress of their child, so that they know how to support further from home.</p> <p>All none- attenders in 2018-19 will receive a phone call prior to the 2019-20 parent's evenings to reduce nne-attendance.</p>	Pastoral leaders with pastoral assistants & subsequently SLT	After each progress meeting
Improve attendance rates among disadvantaged pupils.	Trends show evidence that gap outcomes are narrowing where overall school attendance stays above national	<p>School data shows a closing gaps between the PPG and non PP.</p> <p>National PPG absence is 7.8%. for 2018/19 our PPG 6.2% below national average.</p> <p>Internally absence for Non PP students is 4.2% (the lowest 20% of school nationally) so there is still a 2% gap to close.</p>	<p>Absence rates continue to be monitored very closely with the embedding of new 2018-19 Attendance Framework that focuses on each Pastoral Assistant monitoring closely the PP attendance data for their year groups. Introduction of the new 3,2,1 strategy as of September 2018.</p> <p>The school minibus strategy will continue to run daily across the whole of Leyland to collect PP pupils for a range of attendance related concerns. The inclusion room to be used effectively with restorative work being completed before exclusions. Home visits will be carried out immediately for all PP pupils who are absent without a legitimate reason.</p>	GRE	June 2021

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Internal Exclusion Leader	Support for PP students with anger management, emotional health and wellbeing for those at risk of permanent exclusion.	School data shows an increasing need for support with SEMH within the PP cohort. This coincides with an increased to 40+ week waiting time for CAMHs support.	Reporting to Gail Reader regularly to show the impact of support. Evidence is gathered using case studies as every pupil is dealt with as on an individual basis.	GRe	Jan 2021
TA led Breakfast club	PP pupils are able to have access to a nutritionally balanced breakfast if needed.	Pastoral staff are seeing an increased number of PP pupils arriving at school without having eaten at home. This allows pupils to start the day well and not at a disadvantage due to food insecurity within the home setting.	TA staff keep a register of who attends and monitor patterns e.g Wednesday before benefits day or new children joining without pastoral referral.	VSc	Dec 2020

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TA led lunch club	Vulnerable PP pupils are able to have access to a friendly environment to socialise and take part in planned activities.	Evidence suggest that Vulnerable PP are likely to have had times when they haven't felt safe – and end up reacting to all sorts of triggers in order to keep themselves safe or feel safe. Similarly, they have often experienced multiple rejections. Many will have accompanying <u>attachment issues</u> and sometimes will “reject” before they can be rejected. By acknowledging this, and recognising that what a student needs more than anything is to build relationships that help them feel safe, we may be able to adjust our reactions appropriately.	<ul style="list-style-type: none"> • TA staff keep a register of who attends the lunch sessions and refers concerns on through COPOMs. Pastoral staff to monitor behaviour patterns of vulnerable PP students send referrals through GRe based on pupils needs. • Ensure PP students have access to a ‘safe’ environment to learn how to socialise with others effectively. 	VSc	Feb 2021.
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Targeted provision	Careers	To support PPG in accessing the correct pathways to take the next step.	National statistics show a need to provide wider access to opportunities surrounding careers and pathways for the PPG. This is often down to low aspirations. In 2017/18 91% of the PPG stayed in education or training compared to 96% of their non-PPG peers.	<ul style="list-style-type: none"> National NEET data for comparison. 2019 data shows currently above national average (1/29 PPG 1/129 whole cohort). Provide Years 9&10 access to careers EXPO and University experiences. Yr 9 AIM HIGHER visit to Runshaw. 1:1 careers guidance in Yr11 "speed meet" and meetings with external providers for careers interviews. Training of an internal careers advisor to level 6 to embed access arrangements for careers interviews. 	LPI	Apr 2021
Family Support Worker		To support pupils and their families in overcoming barriers to learning by providing all aspects of pastoral support to achieve agreed targets.	School data shows an increasing need for support with SEMH within the PP cohort. This coincides with an increased to 40+ week waiting time for CAMHS support as well as other waiting lists to access outside support.	<ul style="list-style-type: none"> Reporting to governor's panel every term to show the impact of support. Through case studies as every pupil is dealt with as on an individual basis. 	GRe and LTu	April 2021

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TA intervention for PPG students with SEND needs literacy and numeracy	To ensure the PPG with additional SEND all receive timely TA led intervention in KS3 which is suitable to their needs so that they are better able to access the curriculum, particularly at KS4.	School data shows that PP students with SEND have the biggest educational attainment gap compared to their non-PP counterparts. 2019 P8 scores are; <table><tr><td>SEND</td><td>LSM</td><td>Nat</td></tr><tr><td>ECHP</td><td>-0.64</td><td>-0.03</td></tr><tr><td>SUPPORT</td><td>-1.24</td><td>-0.03</td></tr><tr><td>Non SEND</td><td>-0.12</td><td>0.07</td></tr></table>	SEND	LSM	Nat	ECHP	-0.64	-0.03	SUPPORT	-1.24	-0.03	Non SEND	-0.12	0.07	<ul style="list-style-type: none">Reporting to governor’s panel every term to show the impact of support. Through case studies as every pupil is dealt with as on an individual basis.	VSc	Feb 2021.
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ECHP	-0.64	-0.03															
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Non SEND	-0.12	0.07															
Total budgeted cost					110 000												
iii. Other approaches																	
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?												
Financial support with uniform, equipment and educational visits.	No disadvantaged pupils is inhibited from taking part in any subject or educational activity due to financial restrictions.	Disadvantaged students do best when schools adopt a individualised approach to addressing barriers to learning and emotional support, at an early stage (DFE)	AHT in charge of the allocation of funds which is given on a pupil by pupil basis.	CLF	Jan 2021												
Purchase of 15 laptops to support PP/SEND students with written work/exam provision.	Any disadvantaged pupil who requires laptop support for writing work can access these in school time. Therefore, this use of a laptop would become the normal way of working and therefore exam concession requirements are fulfilled.	Mouza (2008) has carried out much research into this topic and indications suggest; students from low-income minority backgrounds often suffer from poor access and utilization of technology’	Regular feedback from written subjects e.g. of the impact termly.	CLF & VSc with TA (LRC)	Termly												

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		Use of technological devices in the classroom 'catalyze greater intrinsic motivation and desire to learn [leading to] greater academic aspirations'			
Total budgeted cost					20 000

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