



St Edmund Arrowsmith Catholic High School - Pupil Premium Strategy Statement 2020-21

1. Summary information					
School	St Edmund Arrowsmith Catholic High School, Wigan.				
Academic Year	2020-21	Total PP budget	£156,205	Date of most recent PP Review An Arch-diocesan review was scheduled for 7/5/20, but had to be cancelled due to pandemic.	6.6.19
Total number of pupils	1214	Number of pupils eligible for PP for financial year 20/21 + 9 service children + 8 Post LAC children	141 =158	Date for next internal review of this strategy	Sept 2021

2. Current attainment		
Based on CAG Results from SISRA (N.B. Results not endorsed due to pandemic situation)	DA Pupils (your school)	nonDAPupils
% achieving basics 9-4 in Eng & Maths	68%	82.4%
% achieving basics 9-5 in Eng & Maths	43.8%	60.8%
% achieving 9-4 in Eng	81.3%	94.6%
% achieving 9-4 in Maths	68.8%	83.3%
% achieving 9-5 in Eng	43.8%	77.5%
% achieving 9-5 in Maths	56.3%	66.2%
Average Progress 8	-0.27	0.17
Average Attainment 8	47.19	56.05



3. Barriers to future attainment (for DA pupils)

In-school barriers (issues to be addressed in school, such as poor literacy skills)

A.	Lower literacy and numeracy skills affect students' ability to progress across the curriculum.
B.	Low levels of motivation and engagement with education and learning hamper progress and create disaffection. Exacerbated by Lockdown and remote learning. Engagement with lockdown learning survey: A study by the NFER found that 40% of pupils were not in regular contact with their teachers during lockdown . 34% of non pp pupils did not engage. 53% of PP pupils did not engage.
C.	Lower attainment of disadvantaged pupils in English and Maths at KS4 than that of other pupils.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Pupil Premium students are more likely to have lower attendance than their non-pupil premium peers. See figures below for 2019-20		
E.	Poor attitude to homework and learning at home can be exacerbated by a challenging home environment. (Further affected by lockdown and remote learning.)		
F.	Lack of parental support and guidance can affect progress and lead to low aspirations.		
G.	Disadvantaged students experience a range of individual barriers which may impede their progress.		

Year Group	Average % attendance 2019-20 (PP)	Average % attendance 2019-20 other
7	91.4	96.0
8	92.4	95.1
9	92	94.6
10	93.3	94.8



4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Improved progress in literacy and numeracy and English and Maths N.B. There are some restrictions in the delivery of literacy and numeracy support due to COVID.	DA students are at least embedding their skills according to progress pathway judgements in English and Maths.
B.	PP pupils display higher levels of engagement which promotes better progress.	Improved social and emotional skills have a positive impact on attitudes to learning evidenced by: LC data analysis post data drop Synergy behaviour log Record of access to counselling/support services reduces or has positive results.
C.	The gap between PP and other in progress made in English and maths begins to close.	In-house exam results and GCSE exam results show the gap has closed.
D.	The attendance of PP pupils is at least in line with the school target for attendance (96.5%) <ul style="list-style-type: none">Attendance data provided at 3 points during the yearAttendance information and actions shared at case conferences by pupil services and SLCs	Gap in attendance figures of PP and other pupils is closed.
E.	PP students see relevance and benefits of independent study at home and develop resilience and motivation to complete remote learning and homework tasks independently.	Progress made by PP pupils is in line with expectation and therefore at least equal to that of other pupils.
F.	DA students aspire to succeed.	PP students are engaged in their learning, making progress that is at least equal to that of other students nationally and have a clear future vision of their future goals: <ul style="list-style-type: none">At least expected progress is made – see tracker data at 3 points in the yearATLs are at least as good as those of other pupilsCareers interview records (where available due to COVID) show pupil aspiration and future plansInformation provided by sixth form colleges shows leavers' college engagement
G.	Information about individual barriers are discussed and shared and assistance/interventions in place where apt <ul style="list-style-type: none">Case Conference minutes	



5. Planned Expenditure					
Academic year		2020-21			
COVID PANDEMIC APPROACHES TO SUPPORTING PP					
COVID pandemic permitting, our usual PP intervention strategies will be applied which have proved successful in the past.					
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?
All PP pupils have access to IT to enable remote learning	<p>Devise a whole school remote learning policy</p> <p>React to requests information from parents, SLCs, LCs in the first instance.</p> <p>Audit whole school access to IT</p> <p>Devise criteria for access/laptop contracts</p> <p>Source/order laptops</p> <p>SC apply for 'Boris' laptops to supplement PP provision. IT team prep them for use.</p> <p>Issue laptops to students & ensure they can use remote learning platforms.</p>	<p>During initial lockdown some parents informed school that a lack of IT equipment/wifi was preventing their child from access school work remotely. Between April – June 2020 32 laptops were provided by the government or St Edmund Arrowsmith for PP students who reported having no IT access/Y10PP students or students with assigned social workers. This improved the students' engagement with their schoolwork.</p> <p>Despite above efforts, the IT audit revealed that in years 8-11, 26 PP pupils still did not have sole use of a laptop or the WIFI needed for home learning.</p>	<p>Approaches will be discussed with SLT, SLCs, LCs, IT support team. Parents will be informed. Admin support will be in place to record, implement and follow up actions.</p>	LP	December 2020
PP pupils supplied with own classroom equipment and supplies are replenished when necessary.	Equipment ordered. LCs to check which PP pupils need equipment and supply accordingly.	Currently loaning/sharing of equipment is not permitted.	Discuss at LC meetings	LP & LCs	On-going
PP pupils have high levels of engagement with their schoolwork	Engagement and progress of PP pupils are closely monitored	Because of increased break and lunchtime duties and the cessation of after-school clubs, Learning Champions have lost	Discuss at LC meetings Include info re work done with the pupils in data analysis reports.	LP & LCs	Each data drop and in regular meetings



<p>and make progress in line with their peers.</p> <p>PP pupils make progress in line with their peers.</p> <p><i>(Link approach to COVID RECOVERY PLAN)</i></p> <p><i>Example costs:</i></p> <p>Reduced levels of anxiety mean that pupils attend school regularly and engage with their learning.</p>	<p>and intervention in place where necessary.</p> <p>Buy in cover in order to free up LCs to schedule meetings with PP pupils. Use Lockdown Learning Survey analysis to identify which pupils are most in need.</p> <p>Use data drop analysis to identify KS4 PP students needing intervention in Science, Maths or English. Intervention will be provided: either face to face or online.</p> <p>Provide additional Wellbeing support by reducing P Owen's hours to one day per fortnight and employing D Davies 2 days per week – to provide a range of therapies.</p>	<p>their usual opportunities to meet with their students.</p> <p>To enable the provision of meaningful sessions where PP students can discuss lack of engagement during lockdown and concerns and worries about remote learning, general progress and other worries caused by the pandemic, PP funds are being used to buy in cover which frees Learning Champions for one hour per week which they use to speak to 3-4 of their cohort during lesson time.</p> <p>Some students need more time or more individualised input from a teacher in order to acquire necessary skills. EEF toolkit: small group tuition +4 months mastery learning +5 months</p> <p>Due to COVID restrictions, the way that pupils are supported has had to change. Less group provision means that more hours of provision are needed.</p>	<p>Monitor progress in relevant studies between data drops as part of the regular data analysis.</p> <p>Monitor access via provision mapping, introduce pupil voice questionnaires and regular review sessions.</p>	<p>LP & LCs</p> <p>LP (also involved MW, DC)</p>	<p>Each data drop and in regular meetings</p> <p>June 2021</p>
Total budgeted cost					£32,725



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?
Quality first teaching for all students resulting in strong engagement and at least expected progress being made across the curriculum.	SEA runs an on-going programme of middle leader CPD training HODs and AHODs on developments in curriculum planning, department philosophy, monitoring effectiveness, driving improvement, etc. Training provided to MLs is cascaded to departments during Department Led Workshops.	<u>Sutton Trust Research 2011</u> 'The effects of high-quality teaching are especially large for pupils from disadvantaged backgrounds, who gain an extra year's worth of learning under very effective teachers compared to poorly performing teachers.' **Improving the impact of teachers on pupil achievement in the UK' p5 Several of the features of QFT teaching are referenced in the Sutton Trust EEF toolkit. E.g. collaborative learning +5 months peer tutoring +5 months feedback +8 months mastery learning +5 months	<ul style="list-style-type: none"> • Clear schedule of middle leader CPD • Regular evaluations • Clear schedule of T & L meetings monitored by GMO • Planned programme of learning walks, observations & work scrutinies to see how use of PALs is embedding • Close tracking of pupils' progress via school portal & SISRA 	LPA, GMO HODs SLCs LCs	On-going and at mock and trial exams
	<p>Excellence in teachers' pedagogy is developed through T & L Research Eddies group. Research findings to be shared with whole staff at DLWs</p> <p>SEA use Progress pathways and approach to Personal Analysis of Learning develops pupils' meta-cognition and independent learning.</p> <p>Use of PALs at KS4</p>	Meta-cognition and self regulation +7 months			Cost of Cover over the year and materials /resources
Total budgeted cost					£ 10,000



i. 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?
<p>Students who struggle with Maths and English make expected progress at GCSE.</p> <p>Y11 students are identified as not making expected progress in subjects across the curriculum and discussed in line management meeting.</p> <p>Strategies to fill any gaps in skill or knowledge are shared by colleagues.</p>	<p>Students who find English and maths challenging have extra maths and English (EEC) lessons to allow more time for subject skills to embed.</p> <p>Question level analysis of student class and exam work -</p>	<p>Some students need more time or more individualised input from a teacher in order to acquire necessary skills.</p> <p>EEF toolkit: small group tuition +4 months mastery learning +5 months</p> <p>(Lower attaining pupils may gain more from this strategy than high attaining students, by as much as one or two months' progress, so mastery learning appears to be a promising strategy for narrowing the gap.)</p> <p>Some students need more time or more individualised input from a teacher in order to acquire necessary skills.</p> <p>EEF toolkit: extending school time +2 months small group tuition +4 months mastery learning +5 months</p>	<p>Track pupil progress Discuss at line management meetings HOD to monitor resources/teaching through LWs</p> <p>Discussion at SLT & HOD level and in line management/department meetings</p>	<p>HODs of English Maths</p> <p>All HoDs. Monitored by Cluster Leaders</p>	<p>On-going and at mock and trial exams Summative Review Sept 19</p>
<p>Attendance of disadvantaged pupils is at least as good as that of other pupils.</p>	<ul style="list-style-type: none"> Close liaison between range of pupil support services and SLCs monitors attendance and explores and addresses reasons for poor attendance. Pupils with poor attendance are targeted and supported eg. home 	<p>See attendance rates cited in Barriers to Learning Section D above. % attendance of DA pupils tends to be lower than that of other pupils.</p> <p>EEF toolkit: Parental Involvement +3 months Behaviour interventions +3 months Social and Emotional learning +4 months</p>	<ul style="list-style-type: none"> Overall attendance monitored by SLT with pastoral responsibility and each year group's SLC All intervention logged on school portal <p>Attendance discussed 4 times per year at disadvantaged pupil case conferences and in Learning Champion Meetings</p>	<p>AM LP Pupil services team</p>	<p>June 21</p>



	<p>visits/liason with parents.</p> <ul style="list-style-type: none"> ▪ Inclusion manager and counsellor work with students to re-integrate them back into school after periods of absence and address behaviour/causes of low attendance e.g. through use of crucial skills programme. ▪ Pupil Services team, SLCs and LCs identify any financial barriers to students performing well in school or accessing activities run by the school. 	<p>'Out-of-school activities can help build self-confidence. Children from advantaged backgrounds experience more structured and supervised out-of-school activities.'</p> <p><i>'Experiences of poverty and educational disadvantage' published by the Joseph Roundtree Foundation September 2007</i></p>			
Total budgeted cost					£ 75,326
i. 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?
Disadvantaged students see relevance and benefits of independent study at home and develop resilience and motivation to complete homework and learning tasks in their own time.	<ul style="list-style-type: none"> ▪ Pastoral SOW includes topic of homework and teaches revision skills where apt. ▪ Subject teachers set apt homework and adhere to school policy if homework is not completed. ▪ Subject teachers teach revision skills pertinent to their subject. 	<p>DA students often experience barriers to successful learning at home e.g. basic facilities or adult role models. Such independent study is necessary for good progress to be made.</p> <p>EEF Toolkit Homework +5 months Mentoring +1</p>		SLT with responsibility for PP pupils Deputy with pastoral responsibility HODs SLCs LCs	June 21



	<ul style="list-style-type: none"> ▪ SLCs monitor persistent non-homework offenders & support pupils with homework cards. ▪ Where possible, pupils are referred to homework clubs/sessions. ▪ Appointment of 4 Learning Champions to work with DA cohorts. ▪ SLCs/LCs identify any additional needs Eg. financial support for hardship, learning support materials (includes cost of on-line literacy and numeracy programmes) and ensures provisions are made. ▪ Relevant staff are offered CPD opportunities. ▪ LC with responsibility for 'catch up' runs nightly sessions for identified cohort when possible. 				
<p>Disadvantaged students aspire to succeed.</p> <p>N.B. Many Extra-curricular activities have been affected by COVID Pandemic</p>	<ul style="list-style-type: none"> ▪ Use Pupil Premium Checking Service to ensure appropriate funding is in place ▪ Use various engagement programmes/activities to encourage aspiration and involvement in out of the classroom 	<p>Parents may not know of the PP funding/may need assistance with form filling</p> <p>EEF Toolkit Arts participation +2 Outdoor Adventure Learning +4 Sports Participation +2 'Out-of-school activities can help build self-confidence. Children from advantaged backgrounds</p>	<p>Track pupil progress Monitor participation in pastoral engagement programmes such as The Extra Mile or The Y8 Challenge Use student voice questionnaire results Monitor careers' interview records Monitor post 16 destinations</p>	<p>School Business Manager SLT with responsibility for DA pupils ALCs LCs</p>	



	experiences. E.g. range of trips and school holidays, DARE group, The Extra Mile, The Y8 Challenge, BBC Young Reporter and D of E Award Scheme	experience more structured and supervised out-of-school activities.' (See above.)			
Total budgeted cost					£38,154