

St Edmund Arrowsmith Catholic High School - Pupil Premium Strategy Statement 2019-20

1. Summary information					
School	St Edmund Arrowsmith Catholic High School, Wigan.				
Academic Year	2019-20	Total PP budget	£144,760	Date of most recent PP Review	6.6.19
Total number of pupils	1215	Number of pupils eligible for PP for financial year Service children Post LAC	136 5 7	Date for next internal review of this strategy	June 20

2. Current attainment		
Based on GCSE Results 2019	Pupils eligible for PP (your school)	Pupils not eligible for PP
% achieving basics 9-4 in Eng & Maths	68%	79%
% achieving basics 9-5 in Eng & Maths	26%	49%
% achieving 9-4 in Eng	74%	92%
% achieving 9-4 in Maths	74%	82%
% achieving 9-5 in Eng	68%	79%
% achieving 9-5 in Maths	26%	53%
Average Progress 8	-0.16	-0.04
Average Attainment 8	46.18	52.71

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Lower literacy and numeracy skills affect students' ability to progress across the curriculum. 11.2% of the KS3 DA students received numeracy support compared to 6% of other pupils. 21.6% of the KS3 DA students received literacy support compared to 5.8% of other pupils.
B.	Low levels of motivation and engagement with education and learning hamper progress and create disaffection.
C.	Lower attainment of disadvantaged pupils in English and Maths at KS4 than that of other pupils.

P8 2019	PP	Other	PP Boys	Other Boys	PP Girls	Other Girls
English	0.154	0.175	-0.799	-0.306	0.710	0.562
Maths	-0.615	-0.459	-0.510	-0.295	-0.677	-0.591

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

D.	Disadvantaged students are more likely to have lower attendance than their non-disadvantaged peers. See figures below for 2018-19.																
	<table> <tr> <th>Year Group</th><th>Average % attendance 2018-19 DA (PP)</th><th>Average % attendance 2018-19 other</th></tr> <tr> <td>7</td><td>94.4</td><td>97.3</td></tr> <tr> <td>8</td><td>93.9</td><td>96.4</td></tr> <tr> <td>9</td><td>94.4</td><td>95.8</td></tr> <tr> <td>10</td><td>91.4</td><td>96.6</td></tr> </table>	Year Group	Average % attendance 2018-19 DA (PP)	Average % attendance 2018-19 other	7	94.4	97.3	8	93.9	96.4	9	94.4	95.8	10	91.4	96.6	
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7	94.4	97.3															
8	93.9	96.4															
9	94.4	95.8															
10	91.4	96.6															
E.	Poor attitude to homework and learning at home can be exacerbated by a challenging home environment.																
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.																
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria															
A.	Improved progress in literacy and numeracy and English and Maths <ul style="list-style-type: none"> Tracker data provided at 3 points during the year IDL and MATHLETICS tracking tests Better Reading test results for DA pupils 	DA students make at least expected progress in English and Maths. i.e. judged to be embedding, secure or advanced on their progress pathway															
B.	DA pupils display higher levels of engagement which promotes better progress. <ul style="list-style-type: none"> BFL data provided at 3 points during the year indicates attitudes to school and learning Selected DA students attend Learning Champion learning support sessions KS4 DA Students attend Priority Intervention sessions DA students participate in pastoral programmes such as The Extra Mile, Beat Your Best and Stand Out from the Crowd 	Improved social and emotional skills have a positive impact on attitudes to learning and progress shown by positive pupil voice questionnaire results Average DA pupil BFL scores are the same as those of nonDA pupils.															

	<ul style="list-style-type: none"> • Portal log records fewer incidents of poor behaviour/disaffection • Access to counselling/support services reduces or has positive results • Student voice records strong levels of satisfaction with school and learning 	
C.	The gap between DA 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.	<p>The attendance of DA pupils is at least in line with the school target for attendance (96%)</p> <ul style="list-style-type: none"> • Attendance data provided at 3 points during the year • Attendance information and actions shared at case conferences by pupil services and SLCs 	Gap in attendance figures of DA and other pupils is closed.
E.	DA 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.	<p>KS3 DA pupil progress is at least equal to that of other pupils.</p> <p>KS4 DA pupils' exam/controlled assessment results are at least as good as those of other pupils.</p>
F.	<p>DA students aspire to succeed.</p> <ul style="list-style-type: none"> • At least expected progress is made – see tracker data at 3 points in the year • BFLs are at least as good as those of other pupils • Careers interview records show pupil aspiration and future plans <ul style="list-style-type: none"> • Participation in extra-curricular activities by DA is equal to that of other pupils (See Extra Mile, , Beat Your Best and Stand Out from the Crowd records) • Student voice records pupil satisfaction with school and learning experience • Information provided by sixth form colleges shows leavers' college engagement 	DA 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.
G.	<p>Information about individual barriers are discussed and shared and assistance/interventions in place where apt</p> <ul style="list-style-type: none"> • Case Conference notes 	

5. Planned expenditure

Academic year

2019-20

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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.	Middle Leaders engage in a training programme exploring the philosophy of curriculum planning, provision, regular and appropriate assessment and impact. Information and concepts from the training will be cascaded to department members ensuring shared vision and understanding about curriculum vision and methods of delivery.	Considerable time has passed since the HOD team last participated in middle leader training. New and recently appointed HODs can benefit from shared expertise within the middle leader te	Team of SLT plan and lead training sessions. Delegates evaluate each session.	SLT HODs	On-going and at mock and trial exams Summative Review Sept 19
	Develop, share and implement a whole school approach to reading fluency. Training given to middle leaders.	The best use of Pupil Premium funding, therefore, is to help disadvantaged pupils to build their cultural capital ... Cultural capital takes one tangible form: a pupil's vocabulary. The size of a pupil's vocabulary in their early years of schooling (the number and variety of words that the young person knows) is a significant predictor of academic attainment in later schooling and of success in life. (Matt Bromley)	Explain concept to school's SLT, Literacy & Numeracy group, but also HODs to ensure raised profile across school. Cluster leaders and HODs to monitor implementation at department/classroom level.	JT HODs	
	Continue to develop teachers' pedagogy through T & L Research Eddies group. Research findings to be shared with whole staff at DLWs	Sutton Trust Research 2011 '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.'*	Meetings of T & L group calendared and research discussions monitored by GMO	GMO	
	Implement progress pathways at KS3 – introduce KS3 students to PAL concept	**Improving the impact of teachers on pupil achievement in the UK' p5 Meta-cognition and self regulation can have +7 months impact on a pupil's progress (Sutton Trust)	Planned programme of learning walks, observations & work scrutinies to see how use of progress pathways is developing at KS3 Close tracking of pupils' progress via school portal & SISRA	SDO HODs SLCs & LCs	
					Total £10,000

ii. 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?
Students who struggle with maths and English make expected progress at GCSE.	Students who find English and maths challenging have extra maths intervention and English EEC) lessons to allow more time for subject skills to embed.	<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>Track pupil progress</p> <p>Discuss at line management meetings</p> <p>HOD to monitor resources/teaching through LWs</p>	HODs of English maths	<p>On-going and at mock and trial exams</p> <p>Summative Review</p> <p>Sept 20</p>
Y11 students identified as not making expected progress in subjects across the curriculum fill any gaps in skill or knowledge	<p>-Question level analysis of student class and exam work</p> <p>-Programme of targeted intervention/general support put in place e.g. Extra-Curricular Priority Intervention Sessions, lunch time 'Help Desks'</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>Discussion at SLT & HOD & SLC level and in line management/department meetings/ case conferences)</p>	<p>SLT cluster leaders</p> <p>HODs</p>	<p>On-going and at mock and trial exams</p> <p>Summative Review</p> <p>Sept 20</p>

Attendance of disadvantaged pupils is at least as good as that of other pupils.	<p>-Close liaison between range of pupil support services and SLCs monitors attendance and explores and addresses reasons for poor attendance</p> <p>-pupils with poor attendance are targeted and supported e.g. home visits/liaison with parents</p> <p>-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</p> <p>-Pupil Services team, SLCs and LCs identify any financial barriers to students performing well in school or accessing activities run by the school</p>	<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 ‘Out-of-school activities can help build self-confidence. Children from advantaged backgrounds experience more structured and supervised out-of-school activities.’ <i>‘Experiences of poverty and educational disadvantage’ published by the Joseph Roundtree Foundation September 2007</i></p>	<p>-Overall attendance monitored by SLT with pastoral responsibility and each year group's SLC</p> <p>All intervention logged on school portal</p> <p>-Attendance discussed 3 times per year at disadvantaged pupil case conferences and in Learning Champion Meetings</p>	<p>Deputy head with pastoral responsibility</p> <p>Associate assistant head teacher with responsibility for disadvantaged students</p> <p>Pupil services team</p>	June 19
Total budgeted cost					£76, 610
iii. 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.	<p>-Associate assistant Headteacher to lead Pupil Premium strategy</p> <p>Pastoral SOW includes topic of homework and teaches revision skills where apt</p> <p>-Subject teachers set apt homework and adhere to school policy if homework is not completed</p> <p>-Subject teachers teach revision skills pertinent to their subject</p> <p>-SLCs monitor persistent non-homework offenders & support pupils with homework cards</p> <p>-Where apt, pupils are referred to homework clubs/sessions</p> <p>-Appointment of 5 Learning Champions to work with DA cohorts</p> <p>SLCs/LCs identify any additional needs E.g. financial support for hardship, learning support materials</p> <p>e.g. subsidised lap top scheme (includes cost of on-line literacy and numeracy programmes) and ensures provisions are made</p> <p>Time for LCs to plan strategy/analyse data.</p> <p>PP Admin support is put in place to map provision and ensure some of the admin/logistics are sorted out more promptly.</p>	<p>Initiatives need strategic leadership and monitoring at senior level</p> <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</p> <p>Homework +5 months</p> <p>Mentoring +1</p>		<p>Associate Assistant Headteacher with Responsibility for DA Pupils Deputy with pastoral responsibility</p> <p>HODs</p> <p>SLCs</p>	June 20
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	<p>Relevant staff are offered CPD opportunities</p> <ul style="list-style-type: none"> -LCs with responsibility for 'catch up' run sessions for identified cohort -Underperforming Y11 students are placed on a mentoring programme 				
Disadvantaged students aspire to succeed.	<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 experiences. E.g. range of trips and school holidays, The Extra Mile, The Y8 Challenge, BBC School Report, DARE Initiative and D of E Award Scheme 	<p>Parents may not know of the PP funding/may need assistance with form filling</p> <p>EEF Toolkit</p> <p>Arts participation +2 Outdoor Adventure Learning +4 Sports Participation +2 'Out-of-school activities can help build self-confidence. Children from advantaged backgrounds experience more structured and supervised out-of-school activities.' (See above.)</p>	<p>Track pupil progress</p> <p>Monitor participation in pastoral engagement programmes such as The Extra Mile or Beat Your Best</p> <p>Use student voice questionnaire results</p> <p>Monitor careers' interview records</p> <p>Monitor post 16 destinations</p>	<p>School Business Manager</p> <p>SLT with responsibility for DA pupils</p> <p>ALCs</p>	
Total budgeted cost					£56,650
Specific pastoral support is implemented for service children when needs are identified					£1,500
Total Pupil Premium Spending					£144,760

