



Pupil premium strategy statement: secondary schools,

1. Summary information					
School	St Margaret Ward Catholic Academy				
Academic Year	2019/20	Total PP budget	£240 295	Date of most recent PP Review	October 17 (internally)
Total number of pupils	1109	Number of pupils eligible for PP	296	Date for next internal review of this strategy	November '19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
4+ in English & Maths	60% ↑	69%
5+ in English & Maths	31% ↑	34%
English & Maths expected progress	73% 4+ 29% 5+ ↑	81% 4+ 50% 5+
Progress 8 score average (from 2018/19)	-0.76	-0.33 ()
Attainment 8 score average (from 2018/19)	3.6	4.6 (nationally)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	High Prior attainment PP are making the least progress (-0.58 P8). Students require more challenge.
B.	Behaviour and engagement issues of PP students – FTE are too high. Behaviour scores are too high.
C.	Attendance rates for pupils eligible for PP have a significant gap with all others nationally.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A.	Parental Engagement and support is often low.	
B.	Mental Health and Wellbeing of disadvantaged and LAC Students.	
C.	Gap in attainment of PP pupils when they arrive from primary school.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Develop teaching and learning strategies to focus on the top attainers. This is measured through learning walks and the tracking data.	Staff awareness increased on who their PP students are and who is high Attaining. Interventions implemented close the highlighted gaps; monitored by heads of departments (HoD) and senior team.
B.	Improved literacy outcomes for PP students. Measured through data point grades and Effort grades in data point collections. Accelerated Reading Programme in Y7&8.	PP gap in English will close across all year groups.
C.	Develop SoW & Curriculum in Maths to challenge higher attaining PP students.	High attaining PP students will perform closer to their non PP counterpart.
D.	Increase opportunity and aspiration of high attaining PP students.	PP students achieving higher grades are engaged in a range of activities including student leadership / enrichment events.
E.	Improve the behaviour of PP students in classroom. Monitored through the behaviour system.	Behaviour scores improve. Reduced numbers of C1's and C2's awarded.
F.	Decrease number of FTE with PP students.	Number of FTE decreases. Repeat offenders drastically reduces.
G.	Increased attendance rates for all PP pupils. Reduction in PA students.	Attendance % is increased. Punctuality is increased. PA figures improve.
H.	Introduce the PP intense focus for transition.	Gaps closing from Year 7 data point 1.

GCSE results for 18-19

	<i>ALL</i>	<i>PP</i>	<i>Non PP</i>	<i>GAP All - PP</i>		<i>ALL</i>	<i>PP</i>	<i>Non PP</i>	<i>GAP All - PP</i>
Maths	-0.39	-0.49	-0.36	-0.13	English Language	-0.53	-0.76	-0.47	-0.29
Science Combined Award	-0.12	-0.06	-0.14	+0.08	English Literature	-0.30	-0.57	-0.23	-0.34
Sci Biology	-0.04	-0.40	0.05	-0.45	Art	-0.82	-0.92	-0.80	-0.12
Sci Chemistry	-0.38	0.00	-0.48	+0.48	Business Std.	2.68	2.79	2.65	+0.14
Sci Physics	-0.12	-0.20	-0.10	-0.10	Catering	0.81	1.50	0.50	+1.00
Computer Science	-0.69	-0.57	-0.71	+0.14	Dance	-1.83	-1.00	-2.00	-1.00
French	-0.38	-0.50	-0.33	-0.17	Drama	0.00	-0.33	0.10	-0.43
Geography	-0.65	-0.88	-0.56	-0.32	Electronics	1.43	1.63	1.35	-0.28
German	-1.71	-3.00	-1.50	-1.50	Health & Social	0.30	0.55	0.23	+0.32
History	-0.56	-1.07	-0.41	-0.66	P.E.	0.62	2.00	0.55	+1.45
R.E.	0.41	0.56	0.37	+0.19	Product Design	1.40	1.75	1.35	+0.40

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?
Develop teaching and learning strategies to focus on the top attainers	Improve pace & and challenge	Overall School performance has improved. PP has improved alongside this, but the gap has widened. Greater challenge and pace will help all learners, but especially those who are high attainers and PP.	T&L coordinator and Principal assigned staff to deliver based on book "make every lesson count". - learning walks - work trawls - feedback from courses - departmental reviews	AVP T&L	January 2020
	Develop HW. Planners given to every pupil to record HW, therefore parents also informed.	HW has improved slightly but still requires great attention and focus. Planners were issued but not used effectively and the number of students who lost them was too high for them to be effective	- Learning walks - Departmental reviews - Tutor check first thing in the morning. - HoY check on walk round.	AVP T&L VP & AVP Pastoral	HoD work trawls every term HoY walk every week
	Achieve 9's in more subjects.	Two 9's in Maths, Three in Eng Lang, Five in Eng Lit, Six 9's in the five sciences, thirteen in RE. History only other subject to gain a 9.	HoD's feedback to Line managers on how they are developing pedagogy to support this. Greater push in lower school. Tracking data highlighting trajectory towards a grade of 9. Expect an increase in each of these subjects.	PP Lead	Easter 20
Improve outcomes in English & Maths	All Y7-8 PP students complete the 'fundamentals' through regular contact through DLHoY's	Too many pupils are not GCSE ready in Y9. Not prepared for regular HW/ independent learning/ resilient.	DHoY log interventions and findings from the pupils. These logs will reflect lower numbers throughout the year.	PP Lead VP	December 19 March 20 June 20

	<p>Improve Year 7 literacy progress /Catch up Sessions. Reading Club utilising Accelerated Reader Library lessons Reading time in form.</p> <p>Employ additional Maths & English Staff</p>	<p>Build stronger relationships with HoY and their assistant (Mark Rowland, PP National expert)</p> <p>Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in school. (EEF 6+ months)</p> <p>121 supported utilised too (EEF 5+ months)</p> <p>Smaller class sizes resulting in more feedback given. (EEF +3 months)</p>	<p>HoY & RM check reading time in form.</p> <p>Librarian checks all have access to the materials and a place to read. Time is allocated in TT so it is fair.</p> <p>Extra-curricular club and progress with reading recorded.</p> <p>SEN targeted support for poor literacy skills</p> <p>Outcomes for PP students improve.</p>	<p>Literacy Lead & English Staff</p> <p>AVP Pathways</p> <p>Senco & Assistant Senco</p>	
<p><i>Increase opportunity and aspiration of high attaining PP students</i></p>	<p>Brilliant Club and Careers service liaising with HoY and PP coordinator. Increase Leadership Opportunities.</p>	<p>Brilliant Club (EEF 4+ months)</p> <p>High population area of NCOP students/ opportunity area, an area of high unemployment and high on the deprivation matrix.</p>	<p>PP students achieving higher grades are engaged in a range of activities including student leadership / enrichment events.</p> <p>Percentage of PP students achieving higher grades increases.</p> <p>Additional subjects to achieve 9's across the curriculum.</p>	<p>Brilliant Club Lead</p> <p>AVP T&L HoY PP Lead Careers Advisor</p> <p>HoD and LM's to monitor</p>	
Total budgeted cost					<p>£13 438 + £14 169 + £100 000 + £26 181 + £3062 =£156 850</p>

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?

<p>Improve the behaviour of PP students & decrease percentage of FTE with PP students</p>	<p>Targeted interventions based on behaviour data. (EEF toolkit +3 months). Develop new Behaviour system ref: EEF general approach is consistent, change of school ethos and then specific programmes for identified individuals.</p> <p>Improve Parental Engagement (EEF toolkit +3 months)</p> <p>Pay for identified students to attend alternative provision.</p> <p>Provide professional training for identified staff.</p>	<p>FTE are too high in comparison with national figures. Too many PP students going into detentions and isolation.</p> <p>EEF identifies greater involvement with home increases the chances of success in school. Attendance to Parents Evening for PP students is not high enough. R.E. Department have incorporated this and their PP residual is better than their non PP.</p> <p>(Mark Rowland, PP National Expert, states relationships are key and getting the students to feel they belong)</p> <p>Some PP students are not prepared for mainstream secondary education and require specific support. (8 at present)</p> <p>Identified staff need additional support to improve QFT. Gaps are still too big and staff are unsure on what they can do differently.</p>	<p>New VP implementing new behavior strategy. Data collected will be cross referenced with performance data.</p> <p>Improved Parental engagement. DHoY will communicate with home. Attendance checked for parents' evenings. PP support evenings in subject specific areas and engagement with mentors. Attend SPARKLES event.</p> <p>Log attendance throughout the years to track non-attendance patterns. Communicate with PP parents prior to event (phone/email). If they don't attend, then phone call home to discuss their child's progress.</p> <p>Liaise with alternative provision to ensure needs are met. Coordinate information and liaise with Pastoral AVP and VP to make informed decisions.</p> <p>AVP for T&L coordinates the learning walk information and assigns training based on this information.</p>	<p>Behaviour team</p> <p>VP</p> <p>PP Lead/ AVP Pastoral / HoY's</p> <p>AVP Pastoral</p>	
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Total budgeted cost					£64 472 + £5000 + £50000 = = £119 472
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?
Increase attendance for all PP Students.	Employ internal EWO, Family Support Worker, Safeguarding Officer.	Additional support needed to increase in this area, and its impact can hugely benefit the achievements of the pupils. Increase in numbers of PP PA students and necessity to work in the community, numbers of Early Help meetings and Safeguarding concerns and referrals. (National data from FFT illustrates the impact poor attendance has their progress)	Line managed by Vice Principal – holds regular meetings with relevant parties for updates on progress. Reduce PP gap of 2.4% to rest of school and a PA gap of 12.3% in school and 14% nationally. Early Help Reviews. Supervision Meetings. Attendance discussions at Standards. And Provision Meetings. Regular Analysis of attendance. Sparkles Group.	VP SGO. EWO. FSW.	VP holds Weekly meetings.
Ensure effective transition which targets specific PP students.	6 week transition programme, linking primaries with secondary.	Reduce stress and anxiety about joining a large secondary school. (EEF “ <i>Social & Emotional Learning</i> ” +4 months) Close the PP gaps on arrival.	Gap closes by the second data-point entry in Y7. Triggers for DHoY to run interventions. AVP for Pastoral overseeing implementation.	AVP Pastoral & Transition Lead	Termly Data Point collections
Total budgeted cost					£7 000 (transition) £18 830 (SGO) £13 830 (FSW) £6 300 (EWO) = £45 960
Total amount across strategies					£322 282

6. Review of expenditure Impact				
Previous Academic Year 2018-19		Spending allocated by Principal		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £139 061.67
Improve Y7 & 8 Literacy Progress	<p>Purchase and implement Accelerated Reader (EEF + 6 months for reading comprehension strategies)</p> <p>Lesson timetabled in the library. Librarian time to oversee implementation and tracking of accelerated reader.</p> <p>121 support (+5 months)</p>	<p>Number of Millionaires increase from 46 in the academic year. 85% of students are given a new target every term (set externally by Renaissance)</p> <p>Gaps for specific individuals will close. Number of Y7 PP pupils who are accessing the subject content will improve and they will have greater chances to access exam papers.</p>	<p>Additional reading given in form time in next academic year. System is proving to be effective and English Dept. are very supportive of the program. Will continue to fund and build.</p> <p>New Literacy Lead taking over in December 2019. She has this as her main priority and therefore shouldn't be taken off it as the year progresses.</p>	<p>Accelerated reader (£3061.67)</p> <p>Percentage of Librarian salary (£10 000)</p> <p>TA percentage of salary working on 121 support (£1000)</p>

<p>Provide Quality First Teaching & Learning (underperforming departments and staff targeted for support)</p>	<p>Learning Walks – focus on specific departments.</p> <p>SDP</p> <p>CPD – to improve teaching and learning – feedback (+8 months)/ homework (+ months)/ collaborative learning.</p> <p>Increased Awareness of PP students and their progress.</p>	<p>80% of targeted staff are now good or better.</p> <p>PP Male progress improved significantly from -0.59 to a positive of 0.06</p> <p>Overall P8 gap – is -0.35 however with 9 students extracted who suffer from mental health the overall P8 was 0.01</p> <p>English, Science, R.E., all closed gap.</p> <p>9 subjects have a positive residual gap with FFT – see table on page 9.</p>	<p>Address underperformance earlier.</p> <p>Continue to focus on underperforming staff.</p> <p>Continue to monitor underperforming departments to ensure improvements are maintained.</p> <p>Embed ‘Making Every Lesson Count’</p> <p>Make more use of the links with home.</p>	<p>Maths & English Teacher = £100 000</p>
<p>Improved Progress & Attainment in Maths & English</p>	<p>Additional Maths & English Teachers</p> <p>1-2-1 support given in Maths for a ½ term.</p>	<p>FFT Residual in Maths has improved by 0.38. PP Maths P8 has improved for 3 years consecutively.</p> <p>English FFT residual decreased by 0.02.</p> <p>4+ in English Literature went up to 75% from 71%</p> <p>5+ in English Literature went up to 53% from 51%</p> <p>4+ in Maths went up to 73% from 67%</p> <p>7+ in Maths went up to 11% from 9% .</p>	<p>This will continue into the next academic year.</p> <p>English department hit with staffing issues, so AVP in charge of curriculum and staffing is ensuring department is staffed fully.</p>	

Improved Progress for High Attaining PP pupils.	Period 6's	Students receiving additional support after school, to help improve their outcomes. (EEF +2 months)	This will continue next academic year.	
	Brilliant Club			
	Higher Horizons trips & support sessions	Brilliant Club and Higher Horizons are difficult to measure impact on, but EEF research suggests an improvement of 4 months.	This will continue next academic year.	
	Career Interviews	Provide support for Y11 and 10 students to raise aspirations and provide direction. Reduce number of NEETS.	This will continue – although there is no secure evidence of this having a positive impact on progress, we do have high learning pathways and low numbers of NEETS.	
	Booster Sessions			

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £45 261
Increased Attendance of PP students	Employ internal EWO Employ FSW Increase involvement of SG Officer Breakfast club Nurture Club	PP Absence is lower than national group. This is an improvement from the previous year. PP Persistence Absence is lower than National group. This is an improvement from last year.	The targeted interventions from EWO, HoY, and APD has resulted in the PP absence figures being below the national figure, whilst the rest of the school are above National figures for absence. This will continue in the future.	£12 591 = EWO (% of salary shared with the collegiate) £13 830 = FSW £18 840 = SGO (50% of salary)

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £55 000

Improve Behaviour	New VP Employ Behaviour Support worker (Employ FSW and SGO) Breakfast Club Nurture Club	No. of FTE to reduce and number of students involved with FTE to reduce too. Behaviour in lessons to improve and higher outcomes to be achieved.	Behaviour model only recently implemented, but it is copied from successful schools nationally and should yield positive impact if managed effectively. Lessons learned from visiting and observing schools, then creating our own version of this system.	Behaviour Team only:- £55 000
Develop 'Belonging' to the school	Highlight and run more extra-curricular clubs and activities.	Mark Rowland has supported my own thoughts that students should have a reason to WANT to come to school as it offers them something they value. Many have education as this valuable, but increasing numbers don't and have no value in education and grades. Extra-curricular development of additional skills and knowledge can provide this.	Increased numbers in Boxing club, more support with football at lunch time, and greater emphasis on STEM activities has seen these students dramatically increase their attendance and enthusiasm for school.	AVP T&L collecting registers and options for extracurricular.
				Total Spending £238,061.67. Total PP budget £229,255.

7. Additional detail	
PPG used to supplement other support running for all pupils	
Breakfast club, nurture club, uniform, equipment, trips (transport, staffing, food, entry, etc.), music lessons, books for English Literature, calculators for Maths, revision guides.	Cost £25 000
Total Expenditure 18/19	= £263 061.67